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ABSTRACT

During spring 1991, a study was conducted at San Diego City College (SDCC) in California to explore the various factors which motivate students to drop out, propose remediation strategies based on the research findings, and suggest further studies to identify and analyze problem areas more explicitly. To examine students' reasons for dropping out, a questionnaire was administered to 147 students enrolled in a personal growth course, 142 students in general courses, and 127 students in occupational courses. In addition, 74 students who had dropped out of these same classes were surveyed by telephone. A similar questionnaire was administered to 10 counselors, 26 teaching faculty, 11 deans, and 15 supervisors to examine staff perceptions of the primary risk factors for dropping out. All surveys included a list of 34 reasons for dropping out. Student respondents rated the likelihood that they would drop out for each of the reasons listed and indicated whether they knew someone who had dropped out for this reason. Staff respondents indicated how likely they thought students were to drop out for these reasons. The three reasons for dropping out considered most likely were "I was enthusiastic at the start of the semester but as homework load built up it was more than I could handle," "I suddenly lost an important part of my income," and "I have to quit school to work more hours." Respondent groups' assessment of each of the 34 reasons for dropping out are presented, along with suggested strategies for dealing with the issues and problems involved. The survey instruments, suggested areas for further study, and general recommendations are also included. (PAA)

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ED353003

DROP OUT REMEDIATION STUDY

by

JOHN GEDDES AND THOMAS GOLBETZ

COUNSELING DEPARTMENT
SAN DIEGO CITY COLLEGE
San Diego, California

MAY 1992

JC 930 009

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The researchers express gratitude to the many individuals who provided assistance in this project. The magnitude of this study with the current severe budget restraints required the volunteer participation of many individuals.

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EXECUTIVE SUMMARY

The purpose of this study is to increase student retention by (1) exploring the various causes which appear to motivate students to drop out, (2) proposing Remediation Strategies from the research findings, and (3) suggesting further studies as indicted by the findings which will further identify and analyze problem areas more explicitly. The study is intended to be general and exploratory in nature.

The primary data collection tool is a 34 item questionnaire developed from causes which influence students to drop out. The questionnaire uses a personal preference forced choice inventory which employes the Likert Scale. The questionnaire instructions specifically ask students how likely each reason (question) would be to cause them to drop out. High frequency responses to some of the questions allowed the researchers to identify some of the more prominent risk factors for dropping out.

Three student samples from Personal Growth 27, General Courses and Occupational Courses were selected. Students who dropped out of school from these sample classes were an additional sample. These students were contacted by peer mentors through phone interviews and asked the main reason why they dropped out of college. The four staff samples were selected from counselors, teaching faculty, deans, and supervisors. These eight samples comprised the group that was studied.

The findings for each questionnaire item, are interpreted in Chapter V. A Remediation Strategy has been developed for each item and follows the interpretation section. The strategy is a proposal on how to reduce the risk that students will drop out for the reasonidentified in the particular question .

This kind of questionnaire, a tool for data collection, may need to be tailored to the social and academic environments of each institution which may wish to use this research approach.

Some, but not all, of the major ideas to come out of this study are:

1. Develop a more comprehensive orientation program for new and returning students , and support it with adequate budget and personnel.

2. Develop a teacher-counselor integrated educational planning activity which can expose all students in a classroom setting to the basics of preparing an educational plan.

3. Develop an enhanced operational communication system between Instruction, Counseling, and other Student Services which will deliver to all students in a timely

manner the information needed by them to make effective decisions.

4. Identify those students who will benefit significantly from receiving guidance through a treatment such as the Personal Growth 27 class.

5. Develop hands on study skill practices for students which can be applied to specific disciplines such as history, mathematics, the arts, biology, etc.

6. Develop more explicit strategies for teachers, counselors, and instructional support staff to increase student motivation to complete college.

7. Develop budget strategies which will allow for successful follow through for those activities selected by the college from this study for implementation.

8. Consider the Suggested Further Studies, Chapter VIII, for implementation when feasible.

9. Develop operational proposals on how the college can further relieve the stressors of finance on students.

10. Consider the feasibility of implementing the specific remediation strategies presented in Chapter V, the interpretation sheets, when feasible.

CHAPTER I

A. DESIGN OF THE STUDY

The purpose of the study is to increase student retention by (1) exploring the various causes which appear to motivate students to drop out, (2) proposing Remediation Strategies from the research findings, and (3) suggesting further studies as indicated by the findings which will identify and analyze problem areas more explicitly.

The primary data collection tool was a 34 item questionnaire developed from causes which influence students to drop out, (see Chapter II). The questionnaire used a personal preference forced choice inventory which employed the Likert Scale. In addition, the respondees were asked to check a box outside the Likert Scale if they knew someone who dropped out for the reason they were responding to. The questionnaire is discussed in more detail in Chapter II.

The samples selected for the study included three different student groups; namely students from Personal Growth 27 (PERG 27) classes, General Courses, and Occupational Courses classes. The PERG 27 and General Courses students were very similar in the following characteristics, (1) the majority were new or returning students rather than continuing students, (2) the majority enrolled in 6 to 12 units, (3) the majority were assigned English placement test levels at Reading 3 & 4 and Writing 3 & 4. These levels would refer the students to enroll in Basic English Reading and Grammar if level 3 and English Reading and Basic Composition if level 4. (4) The majority were assigned Math placement levels 2 and 3 which referred the students into pre-algebra and beginning algebra. Most of the students were enrolled in one or more English and/or Math skill building courses.

The Occupational Courses students were both new and continuing with more continuing students than the other two groups; the majority was enrolled in 6-12 units; their English placement levels ranged from R3, W3 to R5, W5 with the greater number around the R4, W4 level. Math placement ranged from M2 to M5 with the greater number around the M3 level.

Each group was selected for unique and different situations.

Personal Growth 27. All students in this group were enrolled in a PERG 27 class taught by a counselor. The curriculum of PERG 27 is guidance oriented. No students in the other two student samples were enrolled in a PERG 27 class. See Appendix C for the curriculum. The size of the sample is 147 students.

General Courses. All students in this group were matched approximately with the PERG 27 group except none were enrolled in a PERG 27 class. The sample size is 142 students.

Occupational Courses. Most students in this group were enrolled in beginning occupational courses with a few in intermediate occupational courses. The unique characteristics for this sample were: (1) a great potential for teachers in occupational courses to become occupationally related role models for students, and (2) students in the same occupational classes share a common vocational interest with many of their classmates. The sample size is 127 students.

Students who dropped from these specific classes made up an additional sample. Other samples in the study included Counselors, Teaching Faculty, Deans, and Supervisors. All sample groups except the Actual Drop Outs completed the questionnaire. The drop out sample were given a phone interview to obtain their most important reason for dropping out. Those reasons were assigned to one of the questionnaire items by the researchers. The responses to the questionnaire and phone interview of all sample groups were compared for congruence and diversity, and analyzed.

See Appendix B for the classes which made up the three sample groups. The total sample size came to 417 students.

The staff samples were included in the study to determine which risk factors the different staff groups tended to agree upon and to differ on . Also the staff responses were compared to the student responses. These people represent years of experience in observing students who had dropped. Also, staff exert significant influence over students in a variety of ways. The similarities and differences between their perceptions of drop out risk factors and students own perceptions could provide important clues as to how to more effectively handle drop out remediational strategies. The sizes of the staff samples were: Counselors N=10, Teaching Faculty N=26, Deans N=11, and Supervisors N=15.

The questionnaire given to staff had a different set of test taking instructions from students. See Chapter II.

The two main statistical procedures used in this study were (1) the comparison of data by percentages and (2) the use of rank order to prioritize data. Rank order organized data from highest to lowest. Use of rank order can be easily understood by applying it for purposes of example only, to a situation outside the scope of this study; rank of hypothesized students in a hypothetical class. For example, five students made the following scores on a test. Student A=100%, B=90%, C=60%, D=70%, E=95%. A rank order of these students based on the highest grade would show:

GRADE	STUDENT	RANKORDER
100%	A	1
95%	E	2
90%	B	3
70%	D	4
60%	C	5

When two or more students have the same grade they will have the same rank order. In this example 8 students are rank ordered according to grades from 1 to 8. There is a single case for A (100% and for E (95%), but there are three identical cases for B (85%), C (85%) and D (85%). The three same cases are added to the rank orders of 1 and 2. All cases now total 5. The rank order of 5 is then assigned to all three of the same cases, e.g.

GRADE	STUDENT	RANK ORDER
100%	A	1
95%	E	2
85%	B	5
85%	C	5
85%	D	5(2+3 of same)
80%	F	6
70%	G	8
70%	H	8 (6+2 of same)

The questionnaire was designed as a personal preference inventory which used a five part forced choice Likert scale. The preference categories were "Very Likely", "Somewhat Likely", "Not Sure", "Somewhat Unlikely", "Very Unlikely". The person answering the question must choose one of the five categories. The percentage of students in each sample who answered the questions was calculated for each preference category. Then, for purposes of further data analysis, an additional category named "Likely" was created by adding the percentages of the "Very Likely" and "Somewhat Likely" categories. All of the percentages per question from these five scales plus the "Likely" percentage are displayed on three pie charts in Chapter V, the Interpretation Sheets, one for each student samples.

A summary page shows the response percentages of each sample group for each question in Table 2. The rank orders for all percentages in all samples in the "Likely" category are summarized in Table 1.

Major differences between the percentage rank orders or actual percentages of the various sample groups and high frequency responses (counts) on the questionnaire are the basis for developing the findings and recommendations in the study.

There were two groups, the Actual Drops and Know Someone Who Dropped, where the rank orders were generated from the actual counts rather than percentages, see Table 5.

Data collection for the Actual Drops was treated differently. Six to eight months had passed between the time the students dropped and data collection began. If a questionnaire were sent the researchers believed few would return it. They decided to conduct a phone interview with each drop. A procedure and script were developed. A counselor supervised students trained at City College to talk over problems with other

students. These trained students conducted the interviews by phone. The former student was asked to give the most important reason for dropping college. The recorded responses were then judged and assigned by the researchers to a specific question on the questionnaire. Five interviewees indicated they dropped, because they couldn't find enough flexibility in the Schedule of Classes to continue in college. This was the only reason not included in the questionnaire. The Actual Dropout data collection procedure is presented in Appendix D.

B. DEFINITIONS

LIKELY	The combination of the percentages of the "Very Likely" plus "Somewhat Likely" preference categories used in the questionnaire. A more detailed explanation is in Chapter I, page 4.
AS	All students. This designation refers specifically to students in the Personal Growth, General Courses, and Occupational Courses samples.
KS	Know Someone Who Dropped. This designation refers to that category on the questionnaire.
AD	Actual Drops. This designation refers to the students who dropped out of the sample classes and were interviewed.
CO	Counselors who completed the questionnaire.
TF	Teaching Faculty who completed the questionnaire.
DE	Deans who completed the questionnaire.
SU	Supervisors who completed the questionnaire.
RO	Rank Order organized values such as percentages or the frequency of questionnaire responses from the highest to the lowest. A more detailed explanation is in Chapter I.
Very Meaning-ful	This term is used to identify influential percentage levels for the questionnaire preference categories of "Likely" (Very Likely + Somewhat Likely) and "Very Likely". The percentage levels are 30% for "Likely" and 15% for "Very Likely". These values were assigned by the researchers. Percentages at or above those levels are considered to be clearly influential responses in the designated categories.
Student Persister	This term refers to those students in All Student (AS) samples who completed the questionnaire and continued to the end of the Spring 1991.

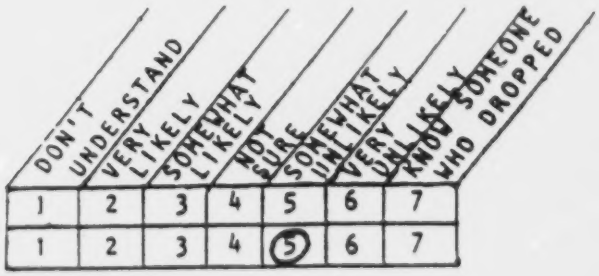
QUESTIONNAIRE FOR STUDENTS Social Security No._____

The Counseling Department is in the process of determining why students drop out of City College. There appear to be factors which pressure students to drop out over which they have little or no control. There are other factors which may prompt students to drop out when they don't have to. This questionnaire is an effort to find out the real reasons for dropping. We will appreciate your frank and honest opinion.

INSTRUCTIONS

We would like you to consider each reason (item) in the questionnaire as to how likely it would be to cause you personally to drop out of school. If you don't understand the item statement please circle 1 in column 1 and go on to the next question. If you do understand circle the column number between 2 and 6 (very likely to very unlikely) which best describes the chance of you personally dropping. If you know a student who dropped our of school for this reason also circle 7 in column 7.

EXAMPLES OF HOW TO ANSWER THE QUESTIONNAIRE



ITEM

1. Not clear on what program or major to follow.

1	2	3	4	5	6	7
1	2	3	4	(5)	6	7

EXPLANATION: This student believes the chances of dropping out for this reason are somewhat unlikely.

2. Cannot obtain financial aid which I planned on to keep me in school or the money arrived too late to help.

1	2	3	4	5	6	7
1	(2)	3	4	5	6	(7)

EXPLANATION: This student believes his chance of dropping out is very likely, because his money has not arrived yet. He also knows a student who actually dropped out for this reason.

3. Don't have the skills and techniques to be successful in my courses.

1	2	3	4	5	6	7
(1)	2	3	4	5	6	7

EXPLANATION: The student doesn't really understand the statement so checks column 1.

You may ask your teacher to explain any further questions you have before starting the questionnaire.

ITEM	DON'T UNDERSTAND 1	VERY LIKELY 2	SOMEWHAT LIKELY 3	NOT SURE 4	SOMEWHAT UNLIKELY 5	VERY UNLIKELY 6	KNOW SOMEONE WHO DROPPED 7
1. I am not clear on what program or major to follow.	1	2	3	4	5	6	7
2. I didn't expect study load to be so heavy from start of semester.	1	2	3	4	5	6	7
3. I was enthusiastic at start of semester but as homework load built up it was more than I could handle.	1	2	3	4	5	6	7
4. I don't have the skills & techniques to be successful in my courses.	1	2	3	4	5	6	7
5. I don't know which classes to take to reach educational/career goals.	1	2	3	4	5	6	7
6. I don't know what kind of help is available such as tutoring, personal problem counseling, where to get money for college, what classes to take, how to find out information on different careers, etc.	1	2	3	4	5	6	7
7. I get different information from different counselors which causes me to take wrong courses and get discouraged.	1	2	3	4	5	6	7
8. I didn't realize how poor my study skills were until it was too late.	1	2	3	4	5	6	7
9. Classes are too difficult because I did not build my basic reading, math, and writing skills first.	1	2	3	4	5	6	7

	DON'T UNDERSTAND	VERY LIKELY	SOMEWHAT LIKELY	NOT SURE	SOMEWHAT UNLIKELY	VERY UNLIKELY	KNOW SOMEONE WHO DROPPED
	1	2	3	4	5	6	7
10. Teachers at City College sometimes make me feel inferior.	1	2	3	4	5	6	7
11. Some classes are a waste of time due to poor instruction.	1	2	3	4	5	6	7
12. I have a personality conflict with the instructor.	1	2	3	4	5	6	7
13. It is too much of a hassle to get help.	1	2	3	4	5	6	7
14. I don't trust some of the people who provide help at City College.	1	2	3	4	5	6	7
15. Not knowing which classes to take to reach my educational goal.	1	2	3	4	5	6	7
16. I lack motivation to continue in college.	1	2	3	4	5	6	7
17. I don't have a feeling of belonging, because I don't have a lot of connections at City College with other students, teachers, or counselors.	1	2	3	4	5	6	7
18. College is too much of a hassle. For example, there are long lines and delays in seeing staff. There is too much red tape and regulations, and too hard to get classes. Placement tests are a hassle.	1	2	3	4	5	6	7
19. I am unable to take the classes I want until I complete prerequisites.	1	2	3	4	5	6	7

	DON'T UNDERSTAND	VERY LIKELY	SOMEWHAT LIKELY	NOT SURE	SOMEWHAT UNLIKELY	VERY UNLIKELY	KNOW SOMEONE WHO DROPPED
	1	2	3	4	5	6	7
20. I have to quit school to work more hours.	1	2	3	4	5	6	7
21. I tried but did not get enough helpful information from counseling.	1	2	3	4	5	6	7
22. I cannot obtain financial aid which I had planned on or other money to keep me in school, or my money arrived too late to help.	1	2	3	4	5	6	7
23. I suddenly lost an important part of my income.	1	2	3	4	5	6	7
24. I Lost my means of transportation.	1	2	3	4	5	6	7
25. I have a family emergency which reduced the number of hours I could spend in college.	1	2	3	4	5	6	7
26. I became sick and got behind in my studies.	1	2	3	4	5	6	7
27. The cost of college was more than I expected or could afford including registration, parking and books.	1	2	3	4	5	6	7
28. I was not clear on whether I was or not passing my classes.	1	2	3	4	5	6	7
29. I received a job offer that was more important to me than staying in college.	1	2	3	4	5	6	7
30. I moved out of the area.	1	2	3	4	5	6	7

	DON'T UNDERSTAND	VERY LIKELY	SOMEWHAT LIKELY	NOT SURE	SOMEWHAT UNLIKELY	VERY UNLIKELY	KNOW SOMEONE WHO DROPPED
	1	2	3	4	5	6	7
31. I was unable to get good quality child care while attending college.	1	2	3	4	5	6	7
32. I don't understand the language well enough to know what is being taught in class.	1	2	3	4	5	6	7
33. I found the information given by the Counseling & Admission Offices different and confusing which caused me to make mistakes and get discouraged.	1	2	3	4	5	6	7
34. Lack of support of my attending college from the people who are most important to me.	1	2	3	4	5	6	7

35. Other reasons _____

_____

_____

_____

_____

36. Tell us the main reason you believe would cause you to drop out of college. _____

_____

_____

_____

_____

CHAPTER II

DEVELOPMENT OF THE QUESTIONNAIRE

The questionnaire was designed as an exploratory tool to better identify high frequency reasons or risk factors as to why a student would either drop out or consider dropping out. The questionnaire instructions specifically ask the students how likely each reason (question) would be to cause them personally to drop out of school. Follow up studies could then focus more precisely on these specific reasons or risk factors. The questionnaire items were taken for the most part from "Factors Which Influence Students To Drop Out", Appendix A.

Thirty four questions were prepared. This length seemed to strike the balance between administering a relatively short questionnaire on the one hand, but having enough information to identify areas that covered most of the general reasons why students drop out or feel a drop out threat. The questionnaire was administered under the supervision of counseling or teaching faculty who were knowledgeable about the administration of the questionnaire.

In many cases more than one referent as used in semantics was used in a question. For example, question 1 states, "I am not clear on what program or major to follow." Program and major refer to somewhat different educational sequences, but they both involve educational planning. Question 6 submits a series of prompts to assist the student to understand the statement, "I don't know what kind of help is available." The prompts include tutoring, personal problem counseling, where to get money for college, what classes to take, etc. When a high frequency response is generated on a question like this, that topic may be investigated in a subsequent study in a more precise way.

A five part personal preference Likert scale was used. The preference categories are Very Likely, Somewhat Likely, Not Sure, Somewhat Unlikely, Very Unlikely. The respondee is forced to select one of these if the person understands the question. This was preferred over a 3 part forced choice scale, because greater discrimination can be made which indicates the strength of the preference.

If the respondee did not understand the question the person was instructed to check Don't Understand and not check the Likert scale. Students actually checked this category between .5% and 3.5% on each of the 34 questions. See Table 5.

A second category for students to check if they understood and used the Likert scale was Know Someone Who Dropped. Six hundred and seventy five responses were made in this category on 34 questions from a student N of about 417. The frequency count per question ranged from 46 on question 20 to 2 on question 14. It should be noted question 20 had a rank order of 3 out of 34, for the three student groups, while question 14 ranked 34, lowest in the study. This finding tends to support the validity (predictive) of the rank order for the

student groups.

The questionnaire was critiqued, adjusted and further developed during the three subsequent times it was reviewed by a Personal Growth 27 class and two Personal Growth 27 teachers. After the third adjustment the students indicated they understood the questions which were phrased to their liking.

Questions 5 and 15 were essentially the same and used for the purpose of testing the reliability of the students' responses to the question. The results of this reliability indicator are presented on the interpretation sheet for question 15, page 37. The comparison of 5 and 15 showed a very satisfactory level of consistency in the way the questions were answered. It is inferred from this reliability indicator that all students tended to answer the questions consistently.

The instructions on how to use the questionnaire for both (1) students and (2) staff as well as the questionnaire itself are presented in Chapter II, copy of the questionnaire. The classes that were given the questionnaire are presented in Appendix B.

The procedure for data collection on the actual drop outs is described in Appendix D.

NAME_____

TITLE_____

DEPARTMENT_____

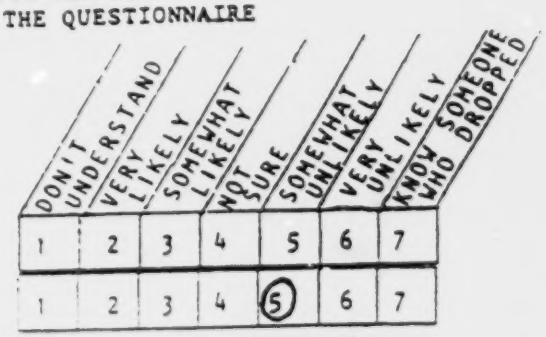
FOR FACULTY AND STAFF

We are currently studying why students drop out of San Diego City College. In addition to obtaining the students' perspective we are also very interested in obtaining your perspective as to why students drop out from the viewpoint of your specific City College position. We will appreciate your frank and honest opinion.

INSTRUCTIONS (GIVEN TO STUDENTS)

We would like you to consider each reason (item) in the questionnaire as to how likely it would be to cause you personally to drop out of school. If you don't understand the item statement please circle 1 in column 1 and go on to the next question. If you do understand circle the column number between 2 and 6 (very likely to very unlikely) which best describes the chance of you personally dropping. If you know a student who dropped our of school for this reason also circle 7 in column 7.

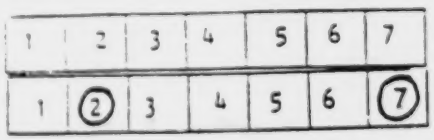
FOR FACULTY AND STAFFF MEMBERS
EXAMPLES OF HOW TO ANSWER THE QUESTIONNAIRE



ITEM

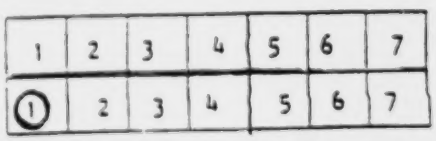
1. Not clear on what program or major to follow.

EXPLANATION: The faculty or staff member believes that the students' chances of dropping out for this reason are somewhat unlikely.



2. Cannot obtain financial aid which I planned on to keep me in school or the money arrived too late to help.

EXPLANATION: The faculty or staff member believes that students' chances of dropping out for this reason are very likely. The faculty or staff member also knows at least one student who has dropped out for this reason.



3 Don't have the skills and techniques to be successful in my courses.

EXPLANATION: The faculty or staff member is not sure what the question is asking.

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FACULTY GUIDELINES FOR ADMINISTRATION OF THE DROP OUT QUESTIONNAIRE TO STUDENTS

The purpose of this questionnaire is to find out the real reasons as to why students drop out from San Diego City College. A sample of classes including yours has been selected to receive the questionnaire.

In order to insure consistent student responses on the questionnaire it is necessary for instructors to follow this guideline step by step.

1. *Make sure all students enter their social security number in the top right right hand corner of instructions page 6.*
2. *Please read the instructions in full to the students including the examples.*
3. *After reading the instructions ask the student if they have any questions. After questions ask the students to begin the questionnaire.*
4. *Collect the questionnaires when completed and return in the manila envelope to Chair, Counseling Department, Pat Nunn McCommins. You may deposit the package in the mail room or deliver it to the Counseling Department intake office.*
5. *Please do not discuss the meaning or the purpose of this research until after the completed questionnaires have been collected.*

CHAPTER III

LIMITATIONS OF THE STUDY

The findings from this research should be interpreted with the following limitations in mind.

1. The questionnaire was developed as an exploratory instrument with broad questions which would target general areas. Follow up studies could then be made to identify precise aspects of student persistence in college and causes for dropping out.

2. A majority of the data collected is from the questionnaire which is based on the students' self report. This data is only as valid and reliable as the students self awareness, their understanding of the descriptors used in the questionnaire, and their intentions to answer honesty.

3. The students were sampled during the Spring 1991 semester. No samples were taken during other terms. There is the possibility that the student population and college environment may have changed or drifted in later semesters.

4. The samples of students; namely Personal Growth 27, General Courses, and Occupational Courses were matched to the best of the researchers' abilities given the time and budget constraints. The researchers were not able to match some variables which could have influenced the findings such as income level, family status, age, exactly the same placement levels, and exactly the same number of units carried. The Personal Growth and General Courses groups were matched more closely than the Occupational students. A few students from this latter group were taking second or third semester classes when the questionnaire was administered.

5. In the phone interviews with Actual Drops, the decision was made to ask the interviewees the one most important reason as to why they dropped. This decision was made to simplify the statistical treatment of their responses. When the interviews were conducted it became obvious that a number of students dropped for a combination of reasons, not just one. This combination of reasons is not available.

CHAPTER IV

ASSUMPTIONS

1. The samples used in the study represent in an approximate way those particular sub groups within the college population. The Personal Growth 27 sample represented students taking that course. The General Courses, sample represented students taking skill building English and Math courses and some General Education courses. These students specifically did not take a Personal Growth 27 class. The Occupational sample represented students who in most cases were taking beginning occupational courses who were also not enrolled in a Personal Growth 27 class.

2. Although considerable variability occurs between students in judging whether to answer "Very Likely" or "Somewhat Likely" it is assumed the Very Likely scale in the majority of cases, indicates a much stronger reaction to the question than the Somewhat Likely scale.

CHAPTER V

THE INTERPRETATION SHEET

A. UNDERSTANDING THE FORMAT

There is an interpretation sheet for each question. Most of the data collected for each question is displayed and interpreted on this sheet. The question is stated at the top of the sheet.

A column of three pie charts is arranged on the left side of the sheet. Each chart will show the count and percentages of the five scales ranging from Very Likely to Very Unlikely for the three student groups; namely, Personal Growth 27, General Courses and Occupational Courses. The following symbols will be used to refer to the five scales on the chart. A percentage of the sample size and count will be assigned to each symbol:

VL - Very Likely
SL - Somewhat Likely
NS - Not sure
SU - Somewhat Unlikely
VU - Very Unlikely

An additional term, "Likely", followed by a percentage will be placed above the VL and SL symbols and is a total of these percentages.

Under each question at the top of the page will be a series of symbols representing rank orders of various sample groups for that particular question. The rank order of the average percentage of the "Likely" categories for the three student groups, Personal Growth, General Courses, Occupational Courses, determines the sequence and paging of the interpretation sheets, e.g., Rank Order 1 is the first page of the Interpretation Sheets. The symbols are:

STUDENT SAMPLES	AS	All Students, this represents an average of the rank ordered "Likely" percentages for the three student groups.
	KS	Know Someone Who Dropped. This represents the rank order of the count total for the three student groups.
	AD	Actual Drops. This represents the rank order of the count of students who were interviewed by phone after they dropped.

STAFF	CO	Counselors
SAMPLES	TF	Teaching Faculty
	DE	Deans
	SU	Supervisors

A rank order average for the Student Samples (AS, KS, AD) and another for the Staff Sample (CO, TF, DE, SU) will be shown. For example, Question 3 shows:
STUDENT R.O. AVG 5, STAFF R.O. AVG 8.25
R.O. FOR EACH SAMPLE: AS 1, KS 5, AD 9, CO 4, TF 4, DE 19, SU 6

The sample size for each pie chart will be shown with the symbol N followed by the size, e.g. N=142. Example: Question 3, Personal Growth 27 - N-142.

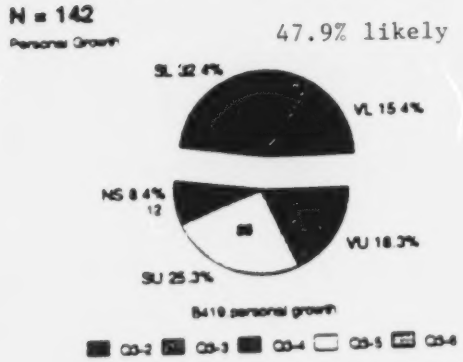
A narrative interpretation of the data will be presented to the right of the pie charts. Following each narrative will be a suggested "Remediation Strategy."

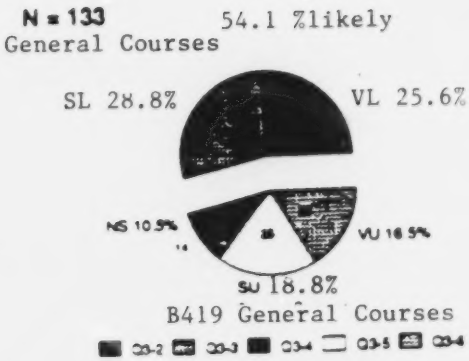
A key determinant used in each interpretation is called "Very Meaningful Percentage" defined on page 6.

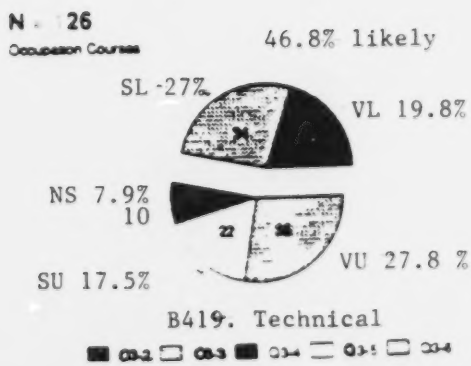
Rank Order # 1

Question #3: *I was enthusiastic at start of the semester but as homework load built up it was more than I could handle.*

R.O for each sample AS 1 , KS 5 , AD 9 ; Student R.O. Avg 5 .
R.O. for each sample CO 4 , TF 4 , DE 19 , SU 6 ; Staff R.O. Avg 8.25 .







Interpretation Of Pie Charts

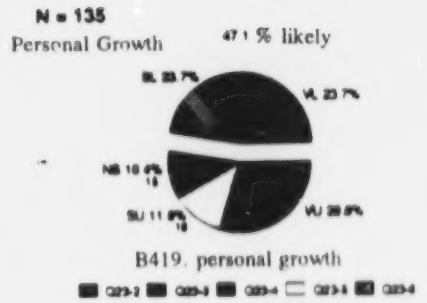
The stress produced by the unanticipated homework load was a serious concern for about half of the students in all samples. This question produced the highest percentages of "Likely" responses. Students who knew other students who dropped out for this reason received a rank order of 5, again high. Counselors, teaching faculty, and supervisors received a rank order of 4, 4, and 6, while Deans was at an R.O. of 19.

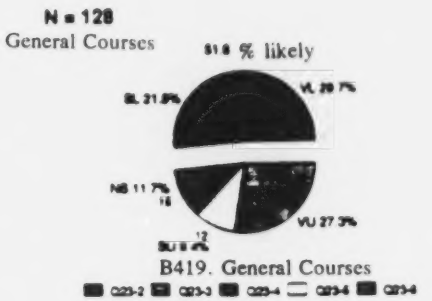
Remediation Strategy: (1) Increase the emphasis on study expectations during the pre-enrollment period through activities such as (a) produce a video on study skills and study expectations at S.D. City College which can be shown on TV while students are waiting to make application, enroll, or to see a counselor; (b) distribute a workbook selectively such as the Orientation Binder that has just been produced. Include guidelines for how many units to enroll in, the impact of reading speed on study time, and hours on the job which reduce time for study. Emphasize study skills and expectations present in City College courses. Discuss the grade lowering aspects of a practice some students use; namely, taking more courses than they can handle thinking they will drop some later. By the time most of them do, all of their grades are down. (2) Devise a "study sampling" activity which as a "hands on" experience will help students perceive study loads more realistically. This event could be devised through a creative planning team of faculty, counselors, and an Instructional Dean.

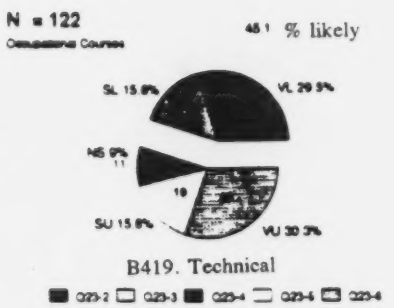
Rank Order # 2
Question #23: *I suddenly lost an inportant part of my income.*

R.O. for each sample A.S. 2 , KS 6 , 34 ; Student R.O. Avg 14 .
R.O. for each sample CO 11 , TF 7 , DE 6 , SU 6 ; Staff R.O. Avg 7.5

Interpretation Of Pie Charts







All AS groups were very high on the "likely" category. Many students view this event as something over which they have no control. Although City College is very limited in helping students in this situation, there are helping activities which the college may use to repair the income damage in some cases. Students who knew other students who dropped out for this reason received a rank order of 6. No Actual Drops reported this as a cause, yet counselors, teaching faculty, deans, and supervisors ranked this at an average of 7.5.

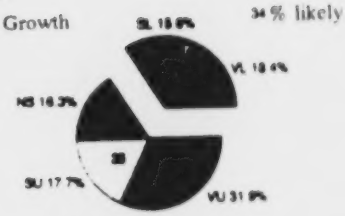
Remediation Strategy: (1) Insure that all students know about supplemental sources of financial support such as work study partnerships, grants, loans, scholarships, and campus and community job placement and referral services. This information could be included in a work book, possibly the orientation handbook, and it could be presented by video. Workshops in job search and interview such as those included in the Personal Growth curriculum or at the Placement and Career Center will help students more rapidly find a job. (2) Alert students at time of Orientation for enrollment to investigate the resources available if they are in the risk group. (3) Develop a comprehensive information dissemination plan of resources to include the classroom teacher-student link.

Rank Order # 6
Question #20: *I have to quit school to work more hours.*

R.O. for each sample AS 6 , KS 1 , AD 1 ; Student R.O. Avg 2.6 .
R.O. for each sample CO 17 , TF 4 , DE 12 , SU 3 ; Staff R.O. Avg 9 .

Interpretation Of Pie Charts

N = 141
Personal Growth
34 % likely



B419. personal growth

N = 118
General Courses
48.3 % likely

B419. General Courses

N = 124
Occupational Courses
46.1 % likely

B419. Technical

All AS groups were well above the Very Meaningful level on the "Likely" category, yet Personal Growth was 11% below Occupational and 14% below General Courses. The student rank order average for this question was 2.6, the highest student average for any question. Although the All Student (AS) R.O. was 6, Know Someone Who Dropped and the Actual Drop groups both ranked 1. The staff R.O. average was 9.

At first glance it may appear that the college has little influence over students who drop for this reason. On further reflection, it should be noted that PG classes emphasize in their curriculum the importance of staying in school to gain more income later and to become better educated. A student's perception that he or she has to work more hours is a variable that is greatly influenced by the student's motivation to stay in college. The magnitude of this motivation is driven in large part by the value the student puts on obtaining a college educa'on. Also, this reason is an attractive rationalization to escape the pressure of college without damaging the student's self esteem.

Remediation Strategy: (1) Develop an instructional unit, to be used in orientation sessions which describe the benefits of staying in college vs dropping out for a low paying job or a little additional income. (2) This instructional unit may be used in somewhat greater detail by all or most teachers in their classes. It should show the statistics of earning power for college graduates compared to those who don't get

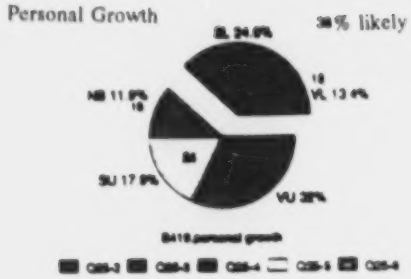
involved in college or don't complete it. (3) Give the students a work book and show a video which reviews this unit. This may be just one section of the workbook. The team which plans this instructional unit should be comprised of a teacher, counselor, and dean.

Rank Order # 6
Question #25: *I have a family emergency which reduced the number of hours I could spend in college.*

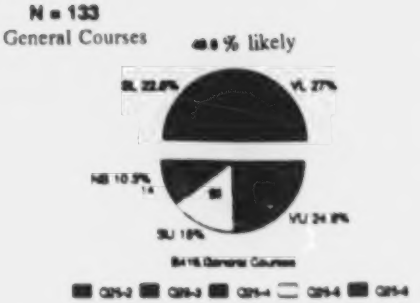
R.O. for each sample AS 6 , KS 10 , AD 4 ; Student R.O. Avg 6.6 .
R.O. for each sample CO 17 , TF 4 , DE 6 , SU 14 ; Staff R.O. Avg 10.25

Interpretation Of Pie Charts

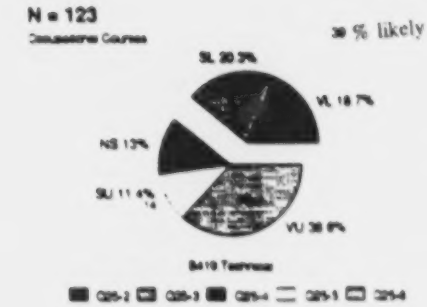
N = 134
Personal Growth



N = 133
General Courses



N = 123



All AS groups were high on the "Likely" category. General Courses was 11% higher than Personal Growth and 10% higher than Occupational. On the "Very Likely" scale General Courses was 14% higher than Personal Growth and 9% higher than Occupational. Staff rank order average was above the mean at 10.25.

This is a problem which the institution cannot influence before it happens. Since this event usually requires an additional time commitment for the student, there may be little which the college can or should do to keep the person in college. On the other hand each situation is different and needs to be evaluated on the basis of the (1) individual's situation and (2) the resources available to help the student bridge the emergency time gap.

Remediation Strategy; Determine if there is something students may do to overcome the necessity of dropping out of college. The value a student places on completing his or her education in terms of priority is a very important variable in determining a course of action. Communicate a procedure to teachers and students which indicates to the teacher when to refer and to whom, and to the student when to see a counselor before leaving college to insure the student understands all available options.

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Rank Order # 6
Question #2: *I didn't expect study load ro be so heavy from the start of the semester.*

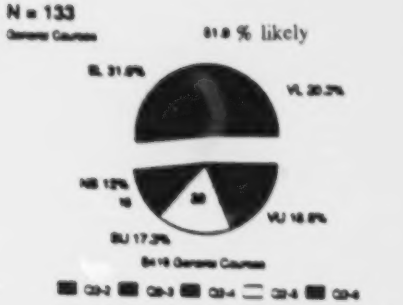
R.O. for each sample AS 6 , KS 2 , AD 34 ; Student R.O. Avg 14 .
R.O. for each sample CO 4 , TF 1 , DE 12 ,SU 17 ; Staff R.O. Avg 8.5 .

Interpretation Of Pie Charts

N = 142

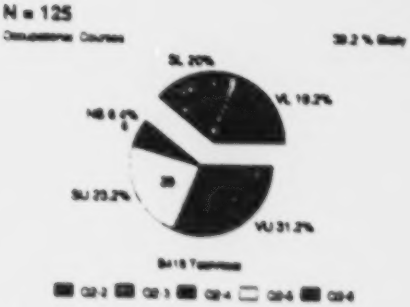
All AS groups were above the very meaningful level (30%) for "Likely". General Courses was 17% above Personal Growth and 12.75% above Occupational. On the "Very Likely" scale Personal Growth was lower than General Courses by 8%, and lower than Occupational Courses by 7%. These large difference suggest that the Personal Growth curriculum is a relatively effective treatment for adjusting students expectations in a realistic direction.

N = 133



An interesting rank order occurs between students who Know Someone Who Dropped, R.O. 2, and Actual Drops, R.O. 34 (no responses). This large difference should be investigated to determine the cause of the difference, and to see if Actual Drops use rationalization in some cases to preserve their own self esteem. This reason could be threatening to a student's self esteem.

N = 125



The study skills curriculum unit in Personal Growth may have influenced positively the study load expectations of these students. Possibly more realistic expectations were developed in occupational classes where students could relate homework to their occupational interests.

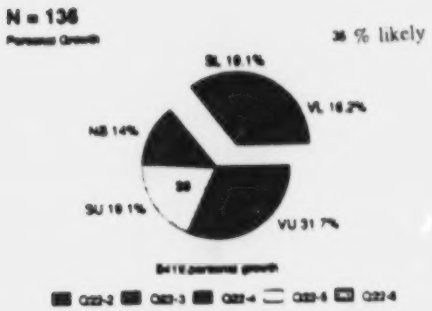
Lack of realistic study expectations is a major problem and stress factor for the less experienced City College students.

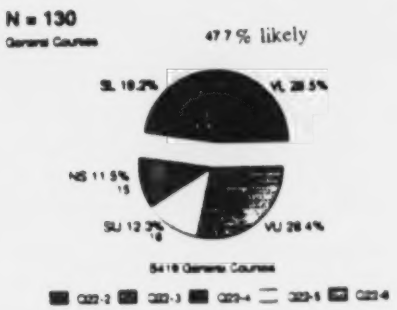
Remediation Strategy: Increase the emphasis on study expectations during the pre-enrollment period for students. Devise a "study sample" activity which will be a "hands on" experience to help students more easily perceive realistic expectations. A video or slide/sound program emphasizing study expectations is another way to communicate the message. These activities may be used in Orientation or when enrollment lines are in place. This information could also be included in an Orientation Handbook.

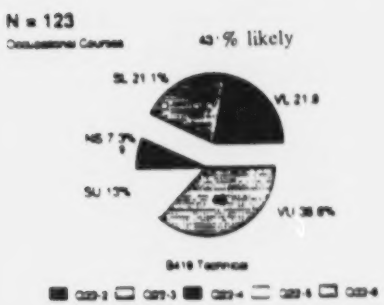
An investigative study should be made to determine the causes of the large rank order difference between the All Student report of Know Someone Who Dropped (R.O.2) and Actual Drops (R.O. 34).

Rank Order # 6
Question #22: *I cannot obtain financial aid which I had planned on or other money to keep me in sc ol, or money arrived too late to help.*

R.O. for each sample AS 6 , KS 3 AD 18 ; Student R.O. Avg 9 .
R.O. for each sample CO 4 , TF 4 , DE 6 , SU 3 ; Staff R.O. Avg 4.25 .







Interpretation Of Pie Charts

All student groups placed above the "Likely" as well as the "Very Likely" at Very Meaningful levels. Both the General Courses and C cupational groups were sharply above F sonal Growth in the "Likely" category, P rsonal Growth 35%, General Courses 47.7%, and Occupational 43%.

The curriculum in Personal Growth covers a unit on financial assistance. Neither of the other groups are exposed to such an intensive briefing or have close contact to a faculty member who is knowledgeable on the subject. There appears to be insufficient knowledge about the time line to obtain aid or the steps required for many students. It appears that more students enroll anticipating financial aid who are not able to obtain it.

Remediation Strategy: (1) Include a very early orientation on financial aid which emphasizes the critical nature of the timeline required. Students who apply later need to have a clear expectation of their risk for obtaining aid. A briefing on financial aid may be included in a video, and/or presented as a discussion program in orientation, and be included in the orientation Handbook; (2) Develop a work sheet which produces an interactive activity between the student and budget development sheet. The outcome will be an understanding by the student as to real costs incurred while attending City College. Cost guidelines will be included to

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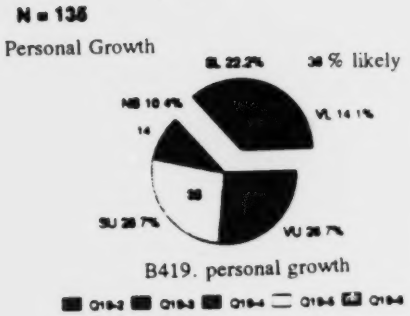
assist students. Suggestions will be included on what to do when resources are insufficient.

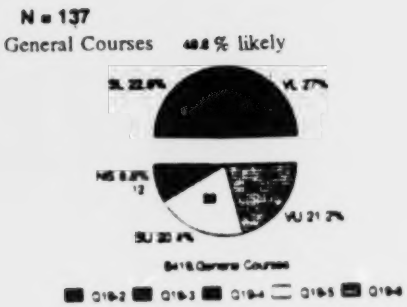
In addition use the Remediation Strategy in Questions 23.

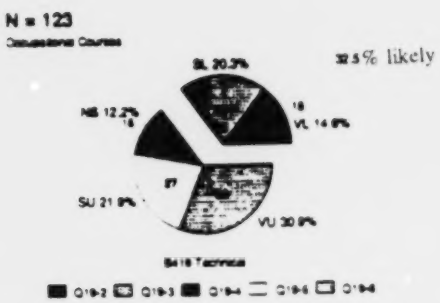
Rank Order # 9
Question #19: *I am unable to take the classes I want until I complete prerequisites.*

R.O. for each sample AS 9 , KS 31 , AD 18 ; Student R.O. Avg 19.3 .
R.O. for each sample CO 28 , TF 16 , DE 26 , SU 23 ; Staff R.O. Avg 23.25

Interpretation Of Pie Charts







All AS groups were above the Very Meaningful level for "Likely". General Courses was very high. Personal Growth and Occupational were 14% and 16% respectively below General Courses. The "Very Likely" scale was also high for General Courses.

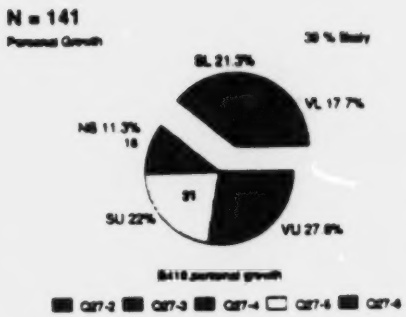
Student responses to this question tend to indicate a lack of understanding of the various levels of college coursework and the various entry level skills required for those courses. Many of our students do not want to take the time or are unaware of the need to build the more basic skills and subject matter first. The lower Personal Growth percentage may be due to the prerequisite course being taught there. The lower Occupational percentage may be due to the clarity one ı learning basic occupational skills before anced skills.

Remediation Strategies (1) Use multiple assessment methods while counselors and teachers assess the student's placement level. (2) Conduct an investigative study to identify the kinds of prerequisite requirements students object to and the reasons why. This more precise information could help the institution adjust more constructively to a prerequisite policy. The major purpose of such a policy is to increase the probabilities that students will have the entry level skills and knowledge to be successful in courses that maintain college level performance standards

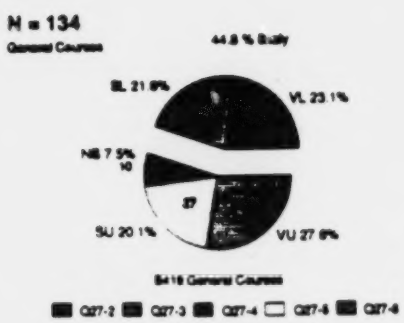
Rank Order # 9
Question #27: *The cost of college was more than I expected or could afford including registration, parkng and books.*

R.O. for each sample AS 9 , KS 10 , AD 2 ; Student R.O. Avg 7 .
R.O. for each sample CO 11 , TF 21 , DE 23 , SU 9 ; Staff R.O. Avg 16 .

Interpretation Of Pie Charts

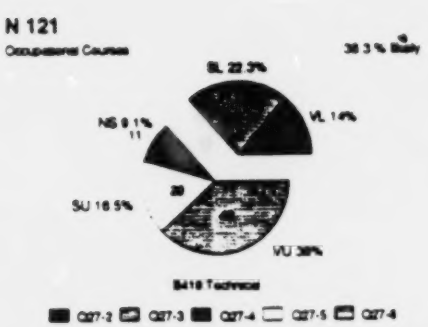


All AS groups were well above the Very Meaningful level in the "Likely" category. There were moderate percentage differences on the "Very Likely" scale. Occupational was 9% below General Courses and 3.7% below Personal Growth on this scale. The low Occupational percentage may be due in part to the cost estimates for many occupational programs included in the college catalogs. These students may expect higher costs and be somewhat more motivated to work out realistic cost estimates.



There may be a large group of students who do not have an accurate estimate of the cost of college per semester. They need to be informed well before enrollment time so they are less likely to over commit their resources.

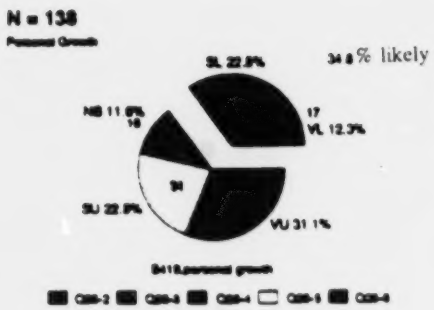
Remediation Strategy: Use the budget sheet concept in the strategy for question 22 and the strategy in question 23.

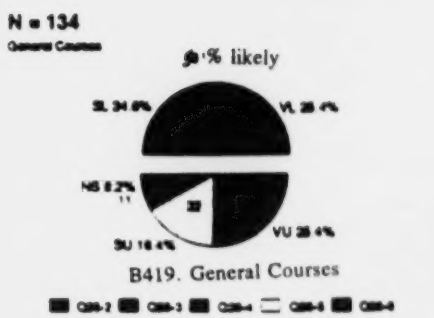


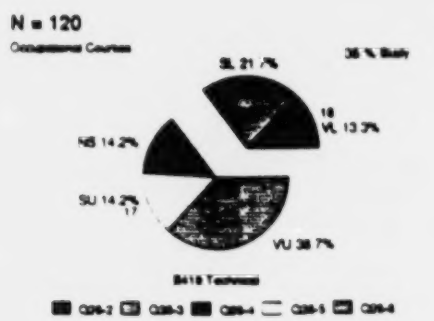
Rank Order # 9
Question #26: *I became sick and got behind in my studies.*

R.O. for each sample AS 9 , KS 5 , AD 3 ; Student R.O. Avg 5.6
R.O. for each sample CO 11 , TF 14 , DE 12 , SU 6 ; Staff R.O. Avg 10.75

Interpretation Of Pie Charts







All AS groups were above the Very Meaningful level for "Likely". General Courses was very high, 15% above Personal Growth or Occupational. This expression of greater concern may be due to the difference in support provided General Courses on the one hand ("Very Likely" 25%), and Personal Growth and Occupational on the other ("Very Likely" 12.3% and 13.3%). It appears that students who enjoy more frequently class/teacher support as do Personal Growth and Occupational, and who are probably more in touch with how education benefits them may be less discouraged about getting behind and more motivated to catch up again and stay in college.

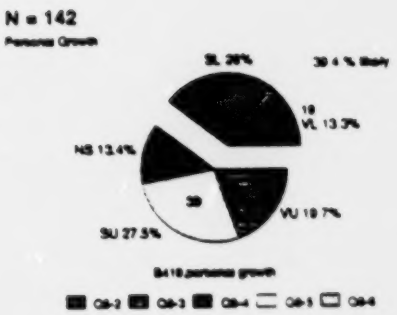
Teacher support in particular is a critical factor in motivating students to stay in school and catch up. But there are some cases where it may be better for the welfare of the student not to remain in college.

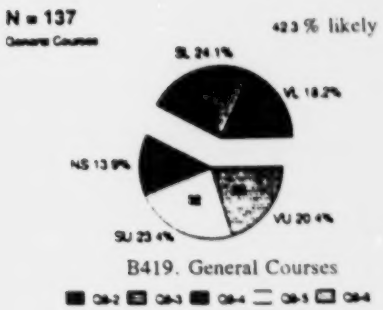
Remediation Strategy: Develop a procedure which emphasizes a teacher, counselor, student ambassador team approach to work with students who get behind due to sickness or other reasons. Develop guidelines for when it is best to let students drop and when to support them in catching up. Insure all students understand the incomplete policy.

Rank Order # 10
Question #8: *I didn't realize how poor my study skills were until it was too late.*

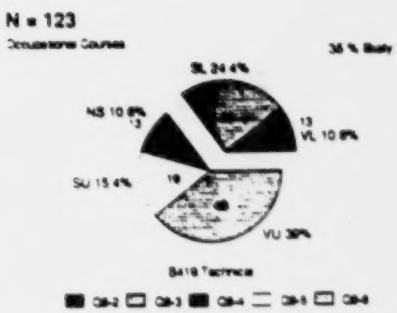
R.O. for each sample AS 10 , KS 21 , AD 34 ; Student R.O. Avg 21.6
R.O. for each sample CO 11 , TF 14 , DE 23 , SU 14 ; Staff R.O. Avg 15.5

Interpretation Of Pie Charts





B419. General Courses



All AS groups were above the Very Meaningful "Likely" level but only General Courses went into the "Very Likely" Meaningful level at 18%. There is wide spread student concern with this problem even though Personal Growth students are taught study skills as part of their curriculum. Only 10% of Occupational viewed this weakness as more serious on the ("Very Likely") scale. This may be due to the academic success occupational students tend to experience, because (1) they may not have to rely as heavily on traditional study skills, and (2) they tend to possess a high interest in their occupational courses.

Remediation Strategy: All students should be informed in different ways such as at Orientation and by teachers in the classroom about how to use tutoring, the Independent Learning Center, the English Center, and Personal Growth courses. An additional innovation is to establish study skill labs for various subject areas. Teaching faculty could refer students with weak study skills and performance to the lab in their subject areas. A lab tech would staff the lab . Study skills applied to various subject areas which may use different study skill mixes would be developed by teachers in the subject area and staff who teach study skills such as Personal Growth teachers. Lab curricula would be prepared for the respective subject areas. The lab tech would follow the curricula. The teachers would maintain a direct link with their subject area lab. A dean would provide management support for the curricula

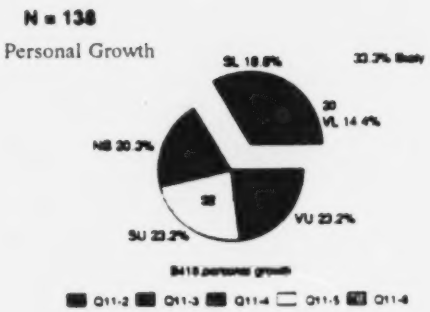
development and the implementation of the lab. The key reinforcer for students to use the lab would be the teacher.

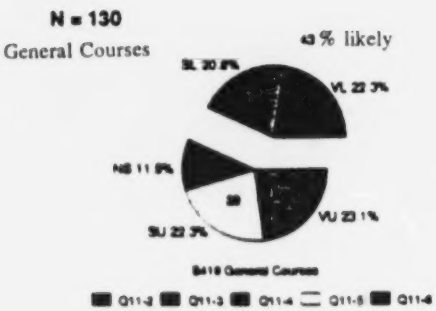
The Remediation Strategy in question 3 would be applied here

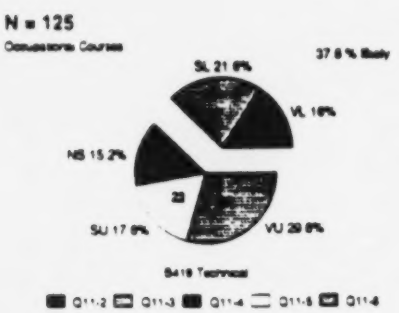
Rank Order # 11
Question #11: *Some classes are a waste of time due to poor instruction.*

R.O. for each sample AS 11 , KS 10 , AD 34 ; Student R.O. Avg 18.3
R.O. for each sample CO 34 , TF 28 , DE 32 , SU 31 ; Staff R.O. Avg 31.25

Interpretation Of Pie Charts







All AS groups were above the Very Meaningful "Likely" level, General Courses was 10% above Personal Growth and 6% above Occupational. On the "Very Likely" scale General Courses was 8% above Personal Growth and 6% above Occupational.

Evidently the different student groups agreed that if they believed some of their classes were a waste of time, they would consider dropping out. This is not to say they do believe some of their classes are a waste of time. Due to the phrasing of the question no conclusions can be drawn as to how students actually feel about the quality of instruction.

It may be constructive to conduct an investigative study to see if certain kinds of instructional activity are perceived by a large number of students as a waste of time.

Remediation Strategy: At the conclusion of the investigative study a workshop for faculty could present a survey of teaching practices which many students might consider a waste of time.

33
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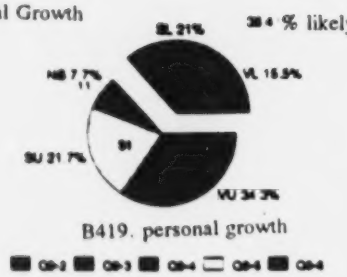
Rank Order # 12
Question #9: *Classes are too difficult because I did not build my basic reading, math, and writing skills first.*

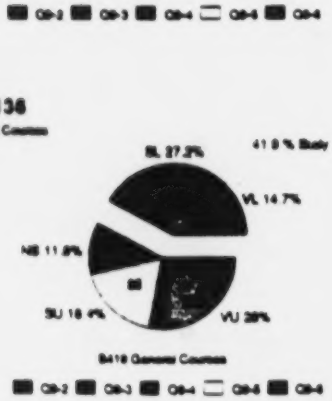
R.O. for each sample AS 12 , KS 19 , AD 18 ; Student R.O. Avg 16.3 .
R.O. for each sample CO 17 , TF 7 , DE 6 , SU 20 ; Staff R.O. Avg 12.5 .

Interpretation Of Pie Charts

N = 143
Personal Growth

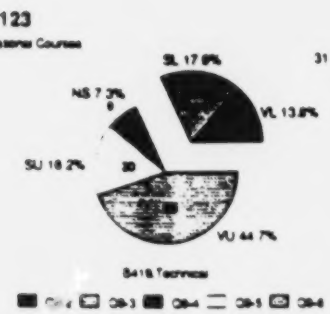


B419. personal growth



N = 136

N = 123



All groups were above the Very Meaningful "Likely" level. As usual, General Courses was highest on the "Likely" scale. All groups were at or close to the Very Meaningful level on the "Very Likely" scale. The student response to this question reaffirms the student response to question 8.

It is interesting to note that teaching faculty and Deans who reflect years of experience with students rated this question at a higher rank order than students.

Remediation Strategy: (1) A more accurate assessment of the student's placement level in English, Math and Study Skills is needed to prevent the student from being placed above his/her performance level or below it. Multiple measures of assessment plus the computerized placement test with a branching program can increase the accuracy of student placements. (2) Emphasize in Orientation, in the workbook, and on video the importance of building study skills and of taking classes at the students' real placement/skill level. A video might be titled "What it Takes to Succeed In College." (3) The most insightful way for students to judge their performance level after exposure to strategies (1) and (2), is to give them a "hands on" sample of course work in subjects they may wish to enroll in. This sample of course work would be prepared by the subject matter teaching faculty with Dean support. Study Skill lab techs or

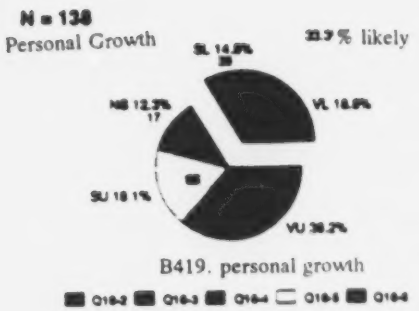
counselors could hold lab sessions in which students would complete the course work sample.

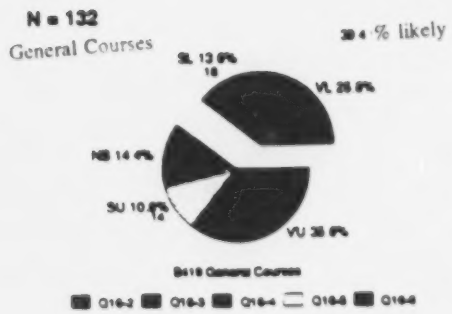
The Remediation Strategy for questions 3, 2, and 8 may be integrated into this strategy.

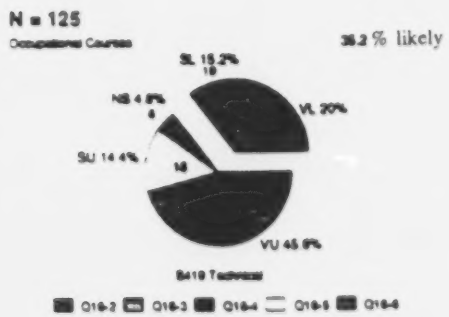
Rank Order # 15
Question #16: *I lack motovation to continue in college.*

R.O. for each sample AS 15 , KS 11 , AD 11 ; Student R.O. Avg 12.3
R.O. for each sample CO 17 , TF 4 , DE 1 , SU 9 ; Staff R.O. Avg 10.25

Interpretation Of Pie Charts







All AS groups were above the "Likely" Very Meaningful level. All groups were also above the Very Meaningful level on the "Very Likely" scale. The "Very Likely" percentages were unusual in that all groups had higher "Very Likely" percentages than "Somewhat Likely" percentages. This finding may be interpreted as increasing the strength of the response of All Students.

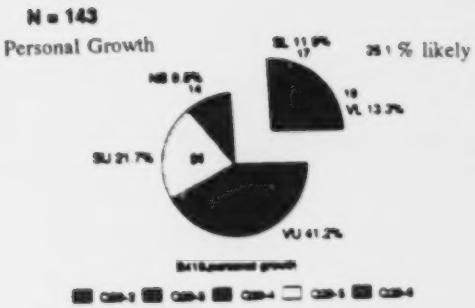
Whether they possess adequate motivation to continue in college appears to be a concern for a third or more of City College students. Additional students may give other reasons for dropping, but lack of motivation may be a secondary or foundational sort of reason that makes it easier for students to drop out for other reasons. It is interesting to note that in this context the deans rank ordered this reason as #1. The support offered in the Personal Growth classes may increase motivation to some degree, because that curriculum is arranged to stimulate academic motivation. The General Courses students again have the highest percentage of "Likely" and "Very Likely". Motivation is the driving force that causes students to study the amount necessary to be successful in college when their academic performance levels and skills are at the entry level for the courses in which they enroll.

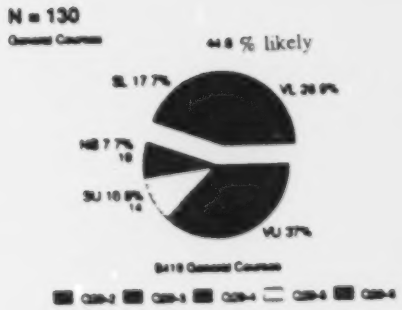
Remediation Strategy: (1) In order to treat and remediate lack of motivation to the extent possible, it is necessary to identify the more frequent causes of low motivation. These causes may be identified through an investigative study. Different treatments can be sharply focused on the various causes when they are more clearly identified. Some causes may be very resistant to remediation while others are susceptible to institutional action. (2) It appears that student motivation is related to the magnitude of value students place on the importance of education. (3) The crystallization of a career/educational goal by students tends to motivate them to stay in and complete college. Career guidance emphasis should be placed on helping the student crystalize a career objective and educational plan to get there. This activity may be complicated in the case of some students and take an extended period of time.

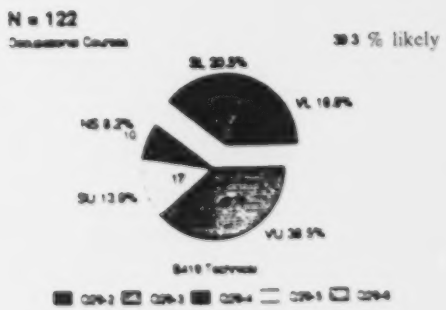
Rank Order # 15
Question #29: *I recieved a job offer that was more important to me than staying in college.*

R.O. for each sample AS 15 , KS 10 , AD 5 ; Student R.O. Avg 10
R.O. for each sample CO 11 , TF 14 , DE 19 , SU 9 ; Staff R.O. Avg 13.25

Interpretation Of Pie Charts







The General Courses and Occupational groups had high "Likely" and "Very Likely" percentages, both at the Very Meaningful level. The Personal Growth group was below the very meaningful level.

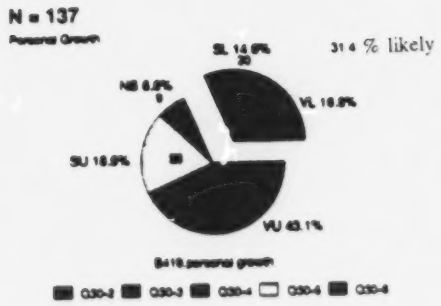
It appears that some kind of treatment in the Personal Growth classes may motivate more students to believe that it is more advantageous to themselves to stay in college rather than leave and get a relatively low paying or unstable job which is usually the case.

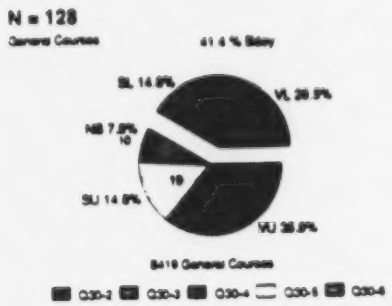
The interpretation and Remediation Strategy in question 16 applies to this question.

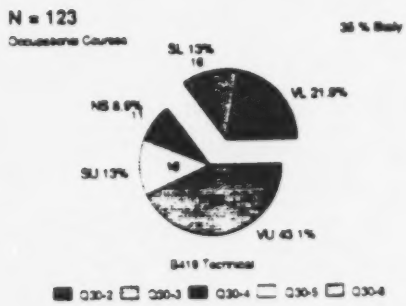
Rank Order # 15
Question #30: *I moved out of the area.*

R.O. for each sample AS 15 , KS 12 , AD 7 ; Student R.O. Avg 11.3
R.O. for each sample CO 22 , TF 23 , DE 19 , SU 14 ; Staff R.O. Avg 19.5

Interpretation Of Pie Charts







All AS groups were above the "Likely" Very Meaningful level. General Courses was the highest at 10% above Personal Growth and 6% above Occupational. On the "Very Likely" scale Personal Growth, though Very Meaningful, was 10% below General Courses and 5% below Occupational.

If the choice to move is up to the student, the person may decide to wait until the end of the term to move. Such a decision would be based in part on the student's understanding and motivation to complete the term. For some students moving at a specific time is unavoidable.

Remediation Strategy: The strategies described in question 16 may be used in this question. If the move is job related questions 23 and 20 apply.

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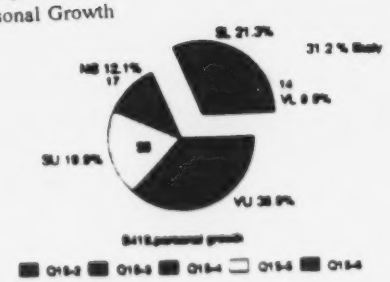
Rank Order # 16
Question #15: *Not knowing which classes to take to reach my educational goal.*

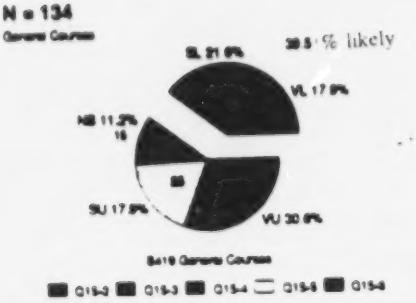
R.O. for each sample AS 16 , KS 30 , AD 34 ; Student R.O. Avg 26.6
R.O. for each sample CO 28 , TF 20 , DE 19 , SU 25 ; Staff R.O. Avg 23

Interpretation Of Pie Charts

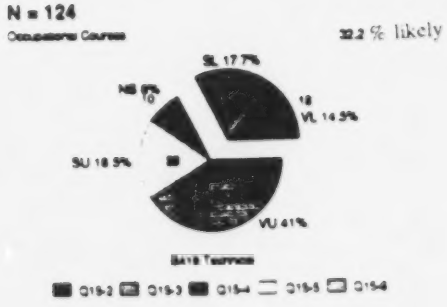
N 141
Personal Growth



N = 134



N = 124



This question was a reliability check to see if respondees were answering the questions in a consistent way.

	PER. GRO.	GEN.CRS.	OCCUP.
Question 5 - Likely	24.5%	35.8%	29.6%
Question 15 - Likely	31.2%	39.5%	32.2%
Percent Difference	6.7	3.7	2.6%
Question 5 - Very Likely	9.0%	17.2%	11.2%
Question 15 - Very Likely	9.9%	17.9%	14.5%
Percent Difference	0.9%	0.7%	3.3%

The students answered both questions in a range from perfect consistency, less than 1%, to 6.7%. Three cases were in the 2% to 3% range, two cases less than 1%, and one case at 6.7%.

This level of consistency indicates that the students were answering the questions in a reliable way.

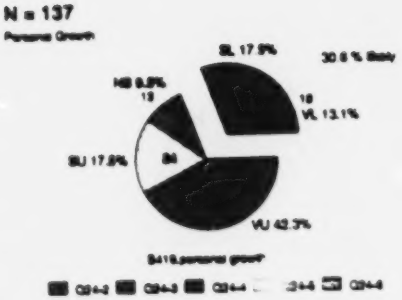
Remediation Strategy: The same interpretation and remediation strategy described in question 5 applies to this question.

Rank Order # 19
Question #24: *I lost my means of transportation.*

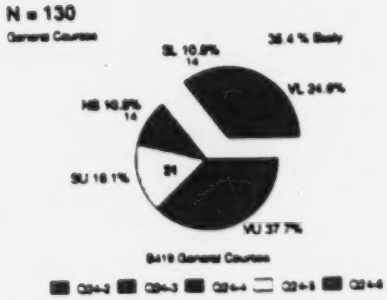
R.O. for each sample AS 19 , KS 14 , AD 9 ; Student R.O. Avg 14
R.O. for each sample CO 22 , TF 15 , DE 19 , SU 20 ; Staff R.O. Avg 19

Interpretation Of Pie Charts

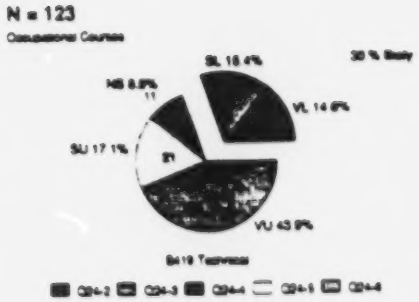
N = 137



N = 130



N = 123



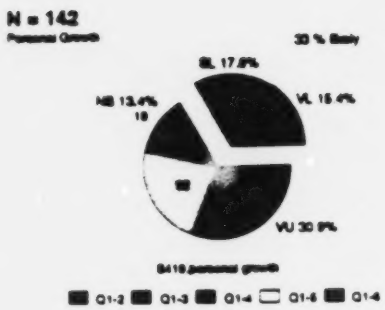
All groups were at or above the "Likely" Very Meaningful level. The General Courses group was 11% above Personal Growth and 10% above Occupational on the "Very Likely" scale. It appears that only the more highly motivated students will use their initiative to ride a bus or workout an individual ride arrangement. The Personal Growth and Occupational groups may view this as less of a serious cause for dropping out than General Courses. These two groups may have more opportunities to build motivation to continue rather than drop. They may also have more support from their teachers and classmates to cope with this problem.

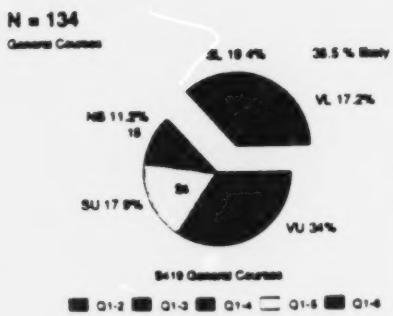
Remedial Strategy: (1) Present the various kinds of alternate transportation resources which may be available to students at Orientation, in the workbook, and on video. (2) Use the Remedial Strategy in question 16, and if it is job related questions 23 and 30 apply.

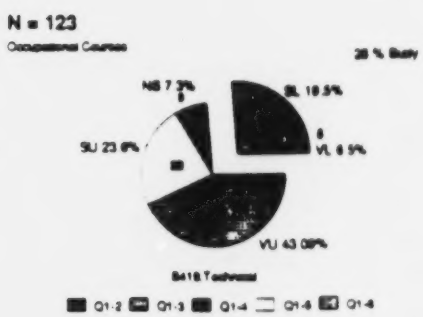
Rank Order # 19
Question #1: *I am not clear on what program or major to follow.*

R.O. for each sample AS 19 , KS 20 , AD 34 ; Student R.O. Avg 24.3
R.O. for each sample CO 28 , TF 19 , DE 23 , SU 27 ; Staff R.O. Avg 24.25

Interpretation Of Pie Charts







The General Courses and Personal Growth samples were above the "Likely" Very Meaningful level while the Occupational was 4% below the level. Again the General Courses and Personal Growth were at or above the "Very Likely" meaningful level while Occupational was 8.5% below it.

The lower percentage of Occupational may be caused by the fact that most occupational students have focused on a specific major and tend to know the courses they need to follow. The General Courses and Personal Growth students are more frequently in an exploratory or unsure status of selecting a major. It may be that the Personal Growth students are building a foundation that will lead to college major choice, but they haven't arrived yet. The General Courses students are in a career exploratory situation. Whether they can arrive at a suitable college major choice is unknown. Many do not have the foundation presented to Personal Growth students.

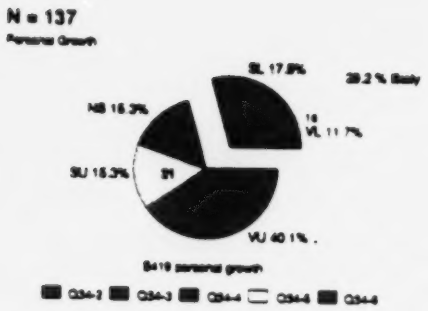
Remediation Strategy: (1) Expand career guidance availability by expanding career guidance services. Place increased emphasis on career/educational choice in Personal Growth classes, and involve teaching faculty. (2) Teachers may integrate into their curriculum, links between their subject matter and related occupations. It is also anticipated that as students relate a subject to the real world

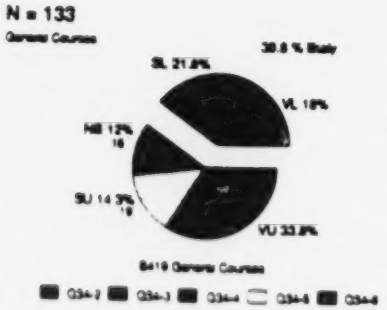
through occupations, the subject will become more meaningful to them which in turn may increase their interest and motivation to study the subject. Counselors, particularly career counselors, should link with and support faculty in developing this unit of curriculum.

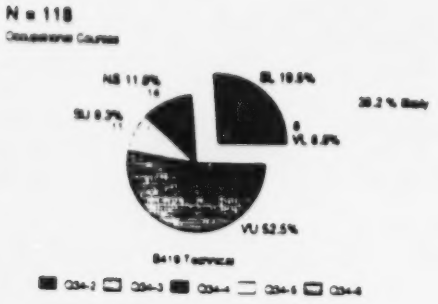
Rank Order # 19
Question #34: *Lack of support of my attending college from the people who are most important to me.*

R.O. for each sample AS 19 , KS 26 , AD 11 ; Student R.O. Avg 18.6
R.O. for each sample CO 22 , TF 27 , DE 19 , SU 14 ; Staff R.O. Avg 20.5

Interpretation Of Pie Charts







The General Courses and Personal Growth were at or above the "Likely" Very Meaningful level while Occupational was 4% below it. Only General Courses was above in the "Very Likely" Meaningful level. The General Courses "Likely" percentage was 10% above Personal Growth and 14% above Occupational. The Occupational "Very Likely" scale was only 6.8%.

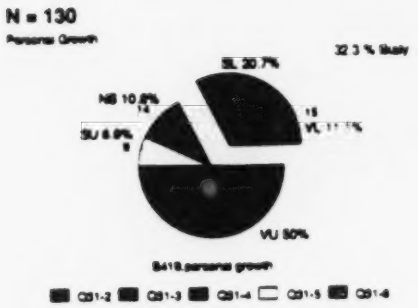
The problem of lack of support appears to be a real concern to many students. Students in Personal Growth classes may have the opportunity sometimes to discuss lack of support problems with their teacher/counselor. In contrast the similar General Courses students do not usually receive the Personal Growth kind of support and tend to be more frequently concerned and possibly threatened by lack of support from significant others in their lives. Many significant others are more inclined to support students who are involved in occupational preparation that leads to a job. In contrast it may be harder to support students who are taking skill building and General Education courses and who have in many cases not made a college major or career choice.

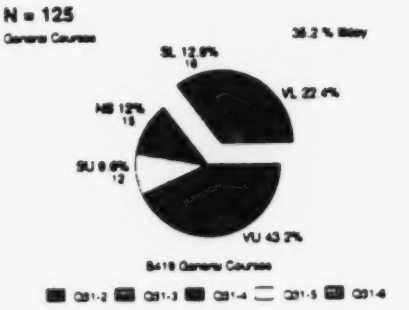
Remediation Strategy: Conduct an investigative study to determine the high frequency reasons as to why significant others do not support students. Then establish support groups which substitute the needed support in the target areas. Once the target reasons have been identified establish planning committee/s made up of teachers, a clinical psychologist, counselors, and deans to plan the activities for the respective target groups.

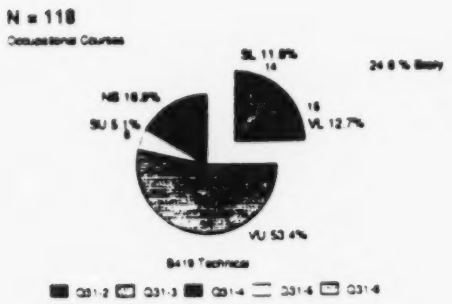
Rank Order # 20
Question #31: *I was unable to get good quality child care while attending college.*

R.O. for each sample AS 20 , KS 16 , AD 7 ; Student R.O. Avg 14.3
R.O. for each sample CO 11 , TF 10 , DE 12 , SU 3 ; Staff R.O. Avg 9

Interpretation Of Pie Charts







The General Courses and Personal Growth were above the "Likely" Very Meaningful level. Occupational was 6% below the Meaningful level.

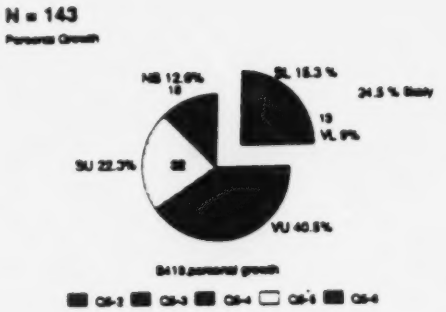
Child care resources offered by City College to students are very limited in terms of number of students with children served. If students are unable to obtain adequate child care services at prices they can afford, some may be forced to drop out. The differences in percentage between groups may be due to different student estimates as to the seriousness of the problem. Staff average rank ordered this problem much higher than students. They view it as a serious problem with supervisors ranking it #1. If only students with children responded to this question, the students rank order would probably be much higher. It would seem that non parents would rank this service much lower than parents.

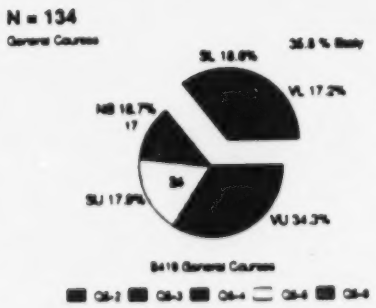
Remediation Strategy: (1) Develop a handout for students with children requiring child care which describes all the services available in the City of San Diego. The distribution of this information has to reach in a very reliable way all students needing child care services. (2) With a "Very Likely" percentage of 22.4% for General Courses, the college should again explore the feasibility of increasing child care services on or near the campus.

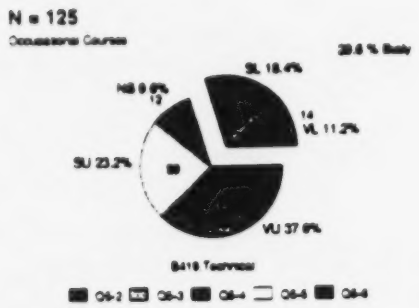
Rank Order # 23
Question #5: *I don't know which classes to take to reach educational/career goals.*

R.O. for each sample AS 23 , KS 30 , AD 34 ; Student R.O. Avg 29
R.O. for each sample CO 22 , TF 27 , DE 12 , SU 30 ; Staff R.O. Avg 22.75

Interpretation Of Pie Charts







The General Courses and Occupational Courses were at or above the "Likely" Very Meaningful level. Personal Growth was about 5½% below the "Likely" Very Meaningful level with a low "Very Likely" percent of 9%.

Since ongoing guidance and educational planning take place in the Personal Growth classes, it is likely that most of this group have an understanding of educational planning and how to reach educational and career goals. A number of these students may not have made these decisions by the time the classes end, but they do know the process. Occupational students in many cases have completed their planning and career choice at least tentatively. It appears the General Courses students are the most concerned group. They do not have the benefit of educational planning unless they seek it out as individuals and in many cases they have not selected a major.

Remediation Strategy: (1) Include the importance and mechanics of educational planning in Orientation, in a work book, in video, and in special workshops led by counselors.

(2) Integrate educational planning into the instructional program. A teacher/counselor team for a particular class such as Accounting would show students an educational plan to become an accountant, and discuss career aspects and the career path to Accountancy.

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In subjects such as English or Math the teacher/counselor team could discuss a variety of careers in which Math or English, for example, play a critical part. Teachers could require a homework unit on preparing an ed plan for all students. This kind of endeavor has some strong advantages:

1. The teacher as the most influential person in the students' class emphasizes the need and requirement to complete an ed plan.

2. When many teacher/counselor teams conduct educational planning in classrooms throughout the college each semester most students will receive an educational plan.

   A planning team made up of teachers, counselors, and deans would design an educational planning communication network and system. Adjustments would be made to accommodate students who are exposed to an ed plan assignment in more than one class. A referral system would channel those students to Counseling who need additional services.

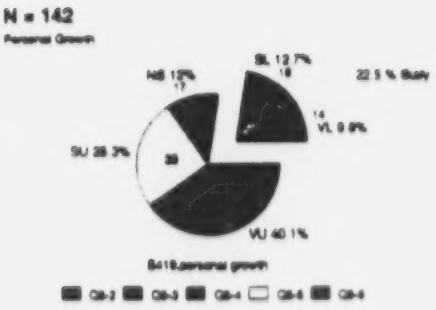
(3) Develop a computerized ed plan system and use in the teacher/ counselor classroom planning activities.

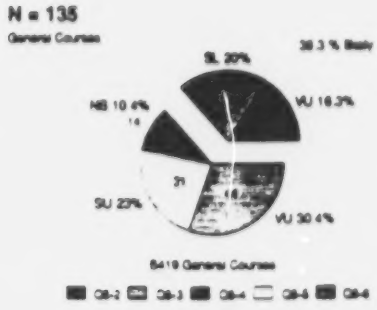
Rank Order # 23

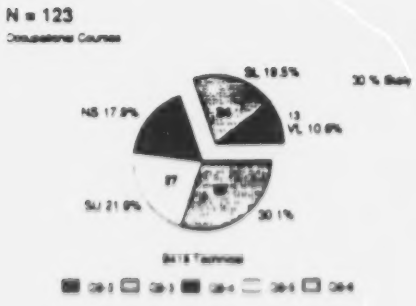
Question #6: *I don't know what kind of help is available such as tutoring, personal problem counseling, where to get money for college, what classes to take, how to find out information on different careers, etc.*

R.O. for each sample AS 23 , KS 19 , AD 34 ; Student R.O. Avg 25.3
R.O. for each sample CO 17 , TF 19 , DE 12 , SU 17 ; Staff R.O. Avg 16.25

Interpretation Of Pie Charts







The General Courses and Occupational were at or above the "Likely" Very Meaningful level. Personal Growth was 13.8% below General Courses percentage. The staff average Rank Order was low compared to the student average Rank Order. Also, the "Very Unlikely" scale for Personal Growth is 10% higher than the other two groups.

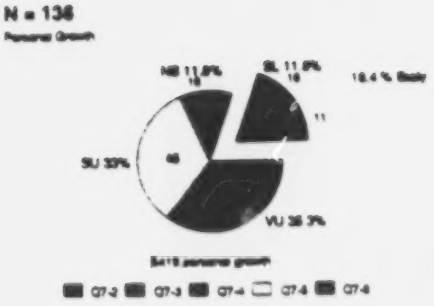
Personal Growth 27 includes these kinds of information in the curriculum. The lower Personal Growth percentages would indicate more of this group understand the kinds of help available.

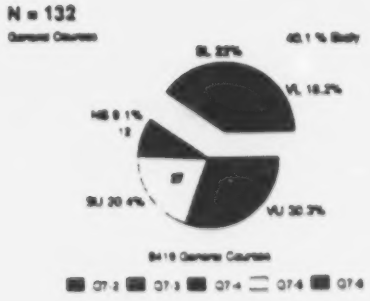
Remediation Strategy: The remediation strategy used in questions 3, 23, 20, 22, 8, 1, 5, and 7 may be used on this problem.

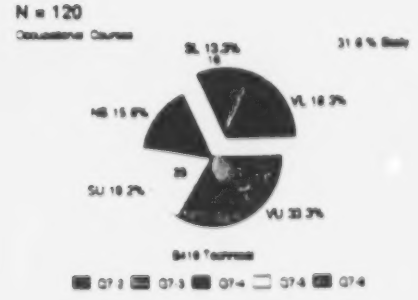
Rank Order # 23
Question #7: *I get different information from different counselors which causes me to take wrong courses and get discouraged.*

R.O. for each sample AS 23 , KS 16 , AD 34 ; Student R.O. Avg 24.3
R.O. for each sample CO 22 , TF 19 , DE 23 , SU 14 ; Staff R.O. Avg 19.5

Interpretation Of Pie Charts







The "Likely" percentage differences between Personal Growth on the one hand, and General Courses and Occupational on the other is dramatic. Personal Growth is 21% below General Courses and 13.2% below Occupational. The "Very Likely" percentage of Personal Growth was 10% below either of the other groups.

The low Personal Growth percentages indicate those students are obtaining adequate and possibly very effective and consistent guidance information. Whereas, the crowded conditions during enrollment, a time when most students seek counselor help, prevent other students from obtaining much of the information they need. These students often lack the foundation knowledge to know what to ask, or what the answer means. Undoubtedly wrong information is sometimes given. The dissemination of large quantities of information is counselor and clerical labor intensive, especially when numerous hourly counselors need to be kept updated along with regular counselors.

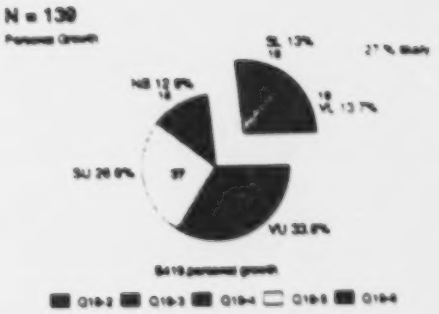
A more effective communication network between Instruction and Counseling as well as within the Counseling Department needs to be established. This activity is very labor intensive which requires adequate time allocation and budget from both Instructional and Student Services.

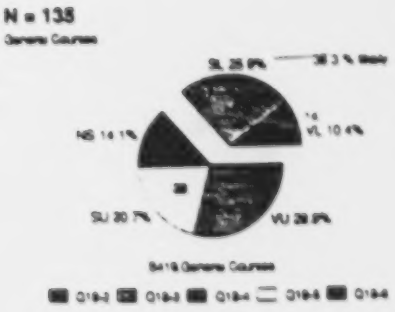
Remediation Strategy: More students need information which should be consistent and current. (1) Conduct an analysis to identify the magnitude of the problem. (2) Establish a highly effective communication network for guidance information between Instruction, and Counseling, and other Student Services. (3) Increase the number of students who see counselors between enrollment periods. This increase will be relatively small since counselor time is almost completely booked. (4) Use the Remediation Strategy in question 5, particularly the development network for developing education plans in the classroom. (5) Develop a faculty and student information feedback system to monitor the effectiveness, consistency, and current state of guidance information. (6) Explore faculty advising as a supplement to counseling, especially in fields where changes occur frequently.

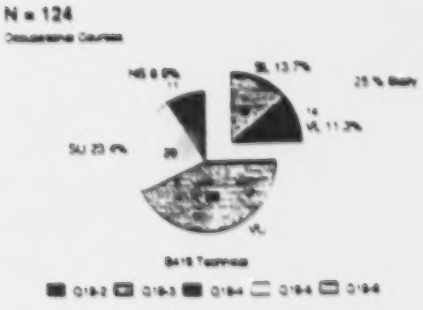
Rank Order # 24
Question #18: *College is too much hassle. For example, there are long lines and delays in seeing staff. There is too much red tape and regulations, and too hard to get classes. Placement tests are a hassle.*

R.O. for each sample AS 24 , KS 26 , AD 18 ; Student R.O. Avg 22.6
R.O. for each sample CO 1 , TF 23 , DE 29 , SU 23 ; Staff R.O. Avg 19

Interpretation Of Pie Charts







C the General Courses was above the "L y" Very Meaningful level. The "Very Likely" percentages of all groups were below the Very Meaningful level.

"Too much of a hassle" is a perceptual problem that rests in the eye of the beholder. Some delays in procedures and regulations, limited supply of classes, and staff availability are inherent in any college operation; others become excessive due to ineffective planning and/or execution of plans. The Personal Growth and Occupational groups appear to have somewhat more tolerance or better understand how to operate within the constraints of the system than General Courses. It is noteworthy to observe that counselors ranked this problem as #1. They see the consequences of hassles that other groups do not see.

Remediation Strategy: (1) Students should be oriented on the inherent aspects of a college bureaucracy. Students need to understand that a reasonable level of "hassle" has to be tolerated and accepted. This message can be included in the Orientation, and the workbook. Students can be advised on how to minimize the hassle.

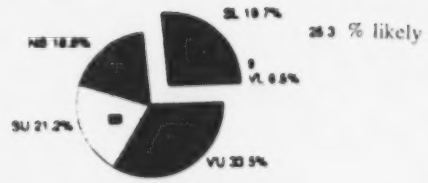
(2) College managers may use the Total Quality Management (TQM) concept of continuous improvement and customer focus to assist them in keeping the bureaucratic processes from becoming excessive as they sometimes do. The objective of this strategy is to bring together student tolerance and bureaucratic efficiency to a point of equilibrium and reasonable tolerance.

Rank Order # 25
Question #4: *I don't have the skills and techniques to be successful in my courses.*

R.O. for each sample AS 25 , KS 14 , AD 18 ; Student R.O. Avg 19
R.O. for each sample CO 17 , TF 10 , DE 6 , SU 17 ; Staff R.O. Avg 12.5

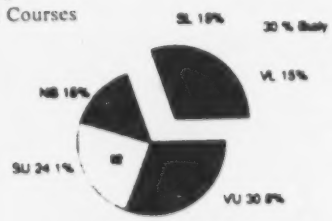
Interpretation Of Pie Charts

N = 137
Personal Growth



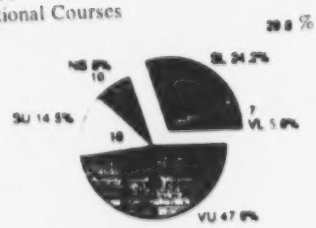
B419. personal growth

N = 133
General Courses



B419. General Courses

N = 124
Occupational Courses



B419. Technical

The General Courses and Occupational were at the "Likely" Very Meaningful level while Personal Growth was 5% below it. The "Very Likely" percentages of Personal Growth and Occupational were very low while General Courses touched the Very Meaningful level.

The Personal Growth students had practiced study skills in their course work which may have lowered their concern for this question. The Occupational students may feel relatively secure in their courses, because they are interested in their subjects and motivated to do well. The General Courses students do not have the benefit of as much study skills instruction as Personal Growth or an occupational interest to study and learn their subject matter. Many General Courses students are enrolled in skill building English and Math courses as are the Personal Growth students.

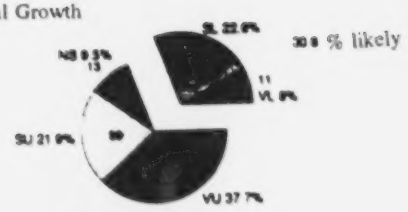
Remediation Strategy: Apply the remediation strategies in questions 3, 2, 8, 9, and 16.

Rank Order # 27
Question #17: *I don't have a feeling of belonging, because I don't have a lot of connections at City College with other students, teachers, or counselors.*

R.O. for each sample AS 27 , KS 32 , AD 34 ; Student R.O. Avg 31
R.O. for each sample CO 28 , TF 30 , DE 29 , SU 25 ; Staff R.O. Avg 28

Interpretation Of Pie Charts

N = 137
Personal Growth



B419. personal growth

N = 136
General Courses

B419. General Courses

N = 124
Occupational Courses

B419. Technical

Only Personal Growth reached the Very Meaningful level at 30% in the "Likely" category. In the "Very Likely" category only General Courses reached the Very Meaningful level at 15%. Occupational was low at 6.4% with Personal Growth somewhat higher at 8%.

The low Occupational percentage may be due to the fact that many of them "do belong" to a college major and to more than one class where they can connect with the same students. These people have the same career interests which also bind them together, as well as teachers they can more easily identify with due to a common occupational interest. Neither of the other two groups were at the point yet of taking occupationally oriented courses; this may explain some of their weaker feelings of belonging.

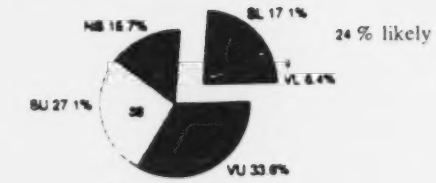
Remediation Strategy: Emphasize during Orientation the importance of getting involved with college events, of getting to know their peers and instructors, and of participating in a college activity that interests them. This message may be communicated to students in additional ways including a video program, encouragement by teaching faculty to their classes, articles in the student newspaper, and inclusion in the orientation handbook.

Rank Order # 27
Question #21: *I tried but did not get enough helpful information from counseling.*

R.O. for each sample AS 27 , KS 30 , AD 34 ; Student R.O. Avg 30.5
R.O. for each sample CO 31 , TF 32 , DE 32 , SU 27 ; Staff R.O. Avg 30.5

Interpretation Of Pie Charts

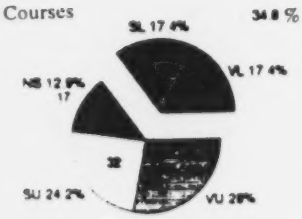
N = 140
Personal Growth



B419. personal growth

Q21-2 Q21-3 Q21-4 Q21-5 Q21-6

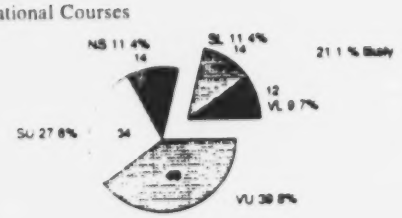
N = 132
General Courses



B419. General Courses

Q21-2 Q21-3 Q21-4 Q21-5 Q21-6

N = 123
Occupational Courses



B419. Technical

Q21-2 Q21-3 Q21-4 Q21-5 Q21-6

Both the Personal Growth and Occupational groups were well below the "Likely" Very Meaningful level. The General Courses group was above the Very Meaningful level. It was 10.8% above Personal Growth, and 13.7% above Occupational.

The relatively large number of General Courses students to complain about counseling accessibility indicates these students were blocked out to some extent by the high demand for counselor time, a demand that exceeded the counselor supply. The magnitude of the excessive demand increases near and during enrollment periods.

The Personal Growth students tended to receive the guidance information they needed in class. The Occupational students, having selected a major, may know more of the guidance information they need. They tend to get to know teachers who are familiar with their goals and share information with them.

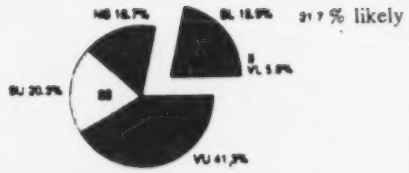
Remediation Strategy: Apply the same strategy used in questions 1, 5, 7, and possibly parts of 6.

Rank Order # 30
Question #33: *I found the information given by the Counseling and Admission Office different and confusing which caused me to make mistakes and get discouraged.*

R.O. for each sample AS 30 , KS 23 , AD 18 ; Student R.O. Avg 23.6
R.O. for each sample CO 34 , TF 30 , DE 29 , SU 23 ; Staff R.O. Avg 29

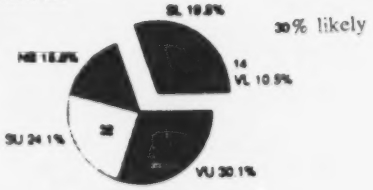
Interpretation Of Pie Charts

N = 138
Personal Growth



B419. personal growth

N = 133
General Courses



B419. General Courses

N = 118
Occupational Courses

B419. Technical

The General Courses was at the "Likely" Very Meaningful level while both Personal Growth and Occupational were well below it by 8.3% and 6.3%. All groups were below the "Very Likely" Meaningful level.

This problem is part of the general communication problem discussed in questions 7 and 21. This is an ongoing general bureaucratic problem that hangs as a cloud over different operations that dispense large amounts of information from the various operations to many people. In other words one operation disseminates not only its own information, but that from the other operations. As soon as Counseling and Admissions determine misinformation is being disseminated they communicate and correct it. Although this problem is not as frequently cited as indicated by the rank orders, it is part of the overall communication problem that needs to be analyzed.

Remediation Strategy: Apply the remediation strategy used in questions 7 and 21.

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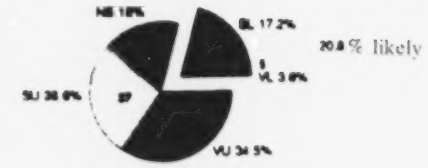
Rank Order # 30
Question #13: *It is too much of a hassle to get help.*

R.O. for each sample AS 30 , KS 33 , AD 34 ; Student R.O. Avg 32.3
R.O. for each sample CO 28 , TF 27 , DE 26 , SU 34 ; Staff R.O. Avg 28.75

Interpretation Of Pie Charts

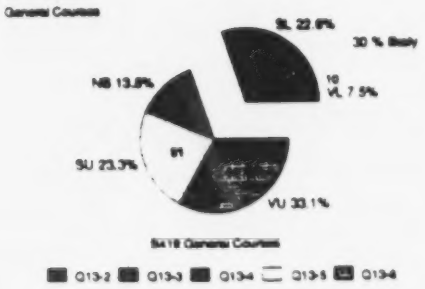
N 139
Personal Growth



Only the General Courses group reached the "Likely" Very Meaningful level. All groups responded with a low "Very Likely" percentage. The Personal Growth percentage of 3½% is extremely low while the other two groups were only 7½%.

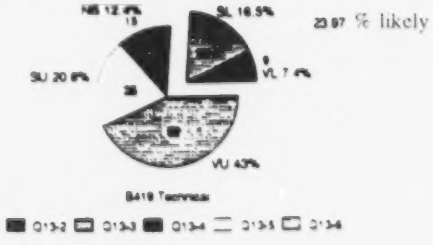
Although this attitude toward help is held by some students, the various student rank orders is very low. No students reported dropping out for this reason and only 4 cases of Knowing Someone Who Dropped were given. The percentage difference between the General Courses students and the other two groups indicates that a Very Meaningful difference in treatment and situation is present. A study to obtain the kinds of helpful information the General Courses students are not getting as recommended in question 21 will be very useful in determining why a meaningful number of this group are concerned.

N = 133



Remediation Strategy: Apply the same strategies used in question 21 which recommends in turn those used in questions 1,5,7, and possibly parts of 6.

N = 121
Occupational Courses

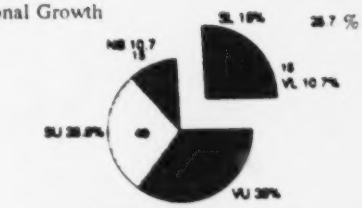


Rank Order # 30
Question #28: *I was not clear on whether I was passing my classes.*

R.O. for each sample AS 30 , KS 27 , AD 34 ; Student R.O. Avg 30.3
R.O. for each sample CO 31 , TF 33 , DE 34 , SU 34 ; Staff R.O. Avg 33

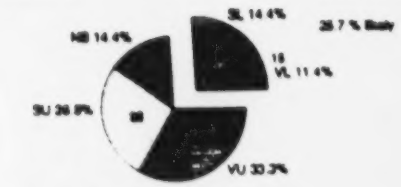
Interpretation Of Pie Charts

N = 140
Personal Growth



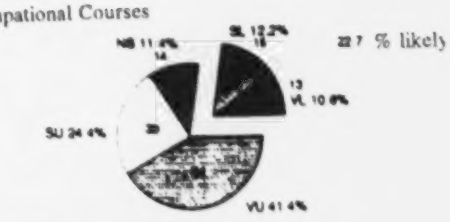
B419. personal growth

N = 132



B419. General Courses

N = 123
Occupational Courses



B419. Technical

All groups were well below the "Likely" Very Meaningful level and "Very Likely" Meaningful level.

Most student appear to know whether or not they are passing their courses. Student Services programs are in the process of being implemented which provide not only early warning to students, but reactive steps such as referral to tutoring and counseling. It may be that a few teachers delay advising students of their pass status. This kind of problem should be reduced as the early warning and other student support activities become familiar to all teachers. Sometimes student performance drops late in the semester. Some students may misinterpret this as not being informed in a timely manner of passing the class.

Remediation Strategy: A significant part of the strategy appears to be in operation. In addition, teachers new to City College should be briefed as soon as feasible on this topic.

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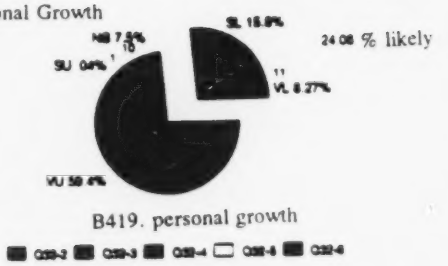
Rank Order # 31
Question #32: *I don't understand the language well enough to know what is being taught in class.*

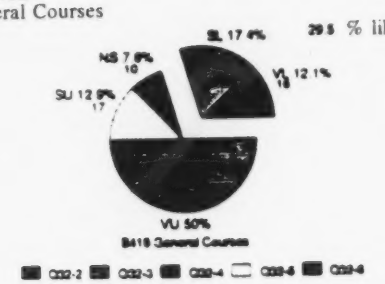
R.O. for each sample AS 31 , KS 23 , AD 34 ; Student R.O. Avg 29.3
R.O. for each sample CO 11 , TF 7 , DE 19 , SU 20 ; Staff R.O. Avg 14.25

Interpretation Of Pie Charts

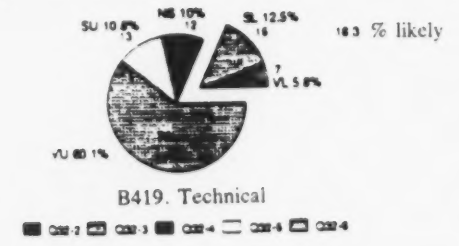
N = 133
Personal Growth



N 132
General Courses



N = 120
Occupational Courses



The General Courses group was close to the "Likely" Very Meaningful level. All groups were below the Very Meaningful level on the "Very Likely" scale. The Occupational group was very low on that scale as well as the "Likely".

Evidently the Occupational students believe they can handle the language aspect of their respective programs. The other two groups have more students who are concerned about understanding the language. The Personal Growth groups probably obtain more support in this area through the teaching of study skills and discussions about academic problems. General Courses students may be aware of their language weaknesses, but have insufficient support for assistance.

There is a very large rank order difference between the staff and students on this question. Evidently the counselors, teachers, and deans believe that a fairly large segment of students do not understand the college vocabulary and language used in academic classes well enough.

Remediation Strategy: (1) Conduct an investigative study to determine the kinds of language deficiencies which students posses. These deficiencies should be identified as to discipline.

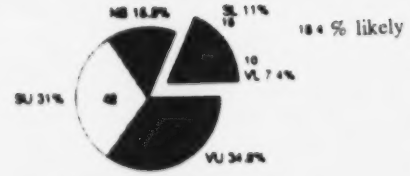
For example, what are the major language deficiencies found in the study of history, mathematics, chemistry, philosophy, etc. (2) Devise a performance screening measure which indicates to the student and teacher the language weaknesses of the student in a particular subject. The measure should be designed to identify language elements that will hamper or block the student's success in the respective subject areas. Identify language requirements necessary to complete successfully Occupational programs compared to Liberal Arts programs. The Occupational group appears to be much less concerned with understanding the language.

Rank Order # 32
Question #10: *Teachers at City College Sometimes make me feel inferior.*

R.O. for each sample AS 32 , KS 17 , AD 34 ; Student R.O. Avg 27.6
R.O. for each sample CO 34 , TF 32 , DE 32 , SU 30 ; Staff R.O. Avg 32

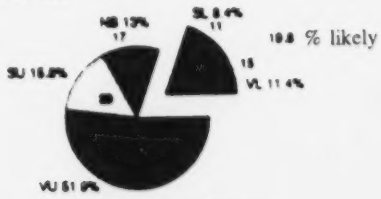
Interpretation Of Pie Charts

N = 135
Personal Growth



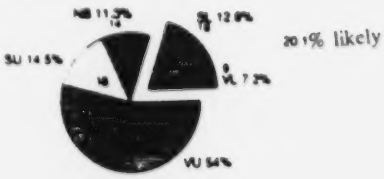
B419. personal growth

N = 131
General Courses



B419. General Courses

N = 124
Occupational Courses



B419. Technical

The "Likely" percentages of all groups were sharply below the very Meaningful level.

This percentage distribution when added to the very large "Unlikely" distribution would tend to indicate that a very small proportion of students are treated in a way which makes them feel inferior. The absence of a sizeable response to this question is a very positive finding for teacher behavior at City College.

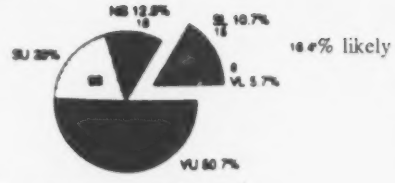
Remediation Strategy: (1) Commend teachers on this teacher behavior trait. (2) Present teacher workshops or flex day programs which show how the self esteem building of students improves learning, and how devaluation of self esteem may interfere with it.

Rank Order # 33
Question #12: *I have a personality conflict with the instructor.*

R.O. for each sample AS 33 , KS 26 , AD 18 ; Student R.O. Avg 25.6
R.O. for each sample CO 28 , TF 27 , DE 26 , SU 34 ; Staff R.O. Avg 28.75

Interpretation Of Pie Charts

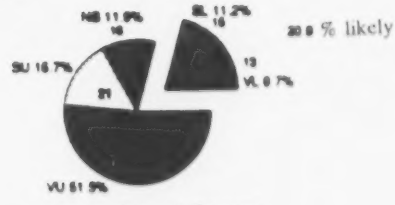
N 140
Personal Growth



B419. personal growth

Q12-2 Q12-3 Q12-4 Q12-5 Q12-6

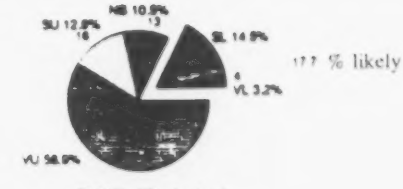
N = 134
General Courses



B419. General Courses

Q12-2 Q12-3 Q12-4 Q12-5 Q12-6

N = 124
Occupational Courses



B419. Technical

Q12-2 Q12-3 Q12-4 Q12-5 Q12-6

The "Likely" percentages of all groups were sharply below the very Meaningful level.

These percentages indicate that a large majority of students do not feel in conflict with their teacher. This is a very positive indicator of the relationship teachers at City College have with students. We do not know how many students hold their teachers in high esteem, which limits the positive indication of this finding.

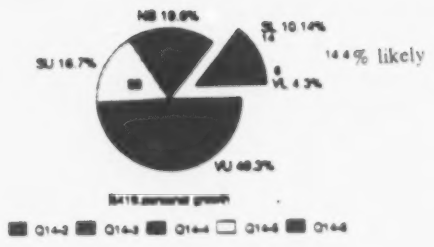
Remediation Strategy: (1) Commend teachers on this teacher behavior trait. (2) Present a teacher workshop on the effective handling of potential conflicts with students.

Rank Order # 34
Question #14: *I don't trust some of the people who provide help at City College.*

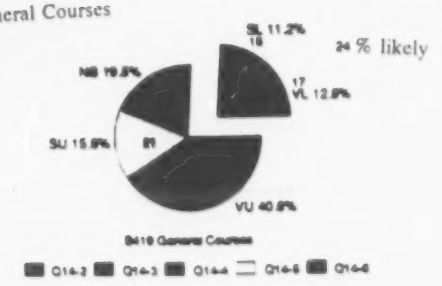
R.O. for each sample AS 34 , KS 34 , AD 34 ; Student R.O. Avg 34
R.O. for each sample CO 29 , TF 34 , DE 34 , SU 30 ; Staff R.O. Avg 31.75

Interpretation Of Pie Charts

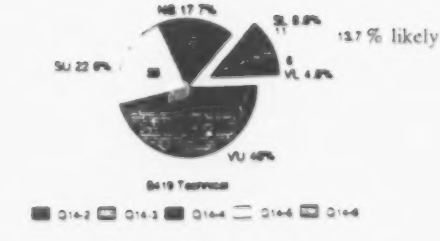
N = 138



N = 133
General Courses



N = 124



The "Likely" percentages of all groups were below the Very Meaningful level although General Courses was 9.6% above Personal Growth and 10.3% above Occupational.

The low percentages indicate that lack of trust of staff is a relatively infrequent problem. This again is a very positive indicator of staff performance at City College. It should be noted that low feelings of trust are somewhat higher in the General Courses students. This may be related to the lesser degree of support the General Courses students may have compared to the Personal Growth and Occupational groups. The relatively high Not Sure percentages may indicate the absence of strong feelings of trust.

Remediation Strategy: A workshop for the staff on how to build trust would have a positive influence on increasing trust levels at City College.

VI. THE TABLES

1. Table 1 — SUMMARY OF RANK ORDERS OF QUESTIONNAIRE RESPONSE PERCENTAGES FOR ALL STUDENTS (AS) AND STAFF (CO, TF, DE, SU) IN THE "LIKELY" CATEGORY AND RANK ORDERS OF COUNT OF QUESTIONNAIRE RESPONSES FOR KNOW SOMEONE WHO DROPPED (KS) AND ACTUAL DROPS (AD).

2. Table 2 — SUMMARY OF QUESTIONNAIRE RESPONSE PERCENTAGES FOR ALL STUDENTS (AS) AND STAFF (CO, TF, DE, SU) IN THE "LIKELY" CATEGORY.

3. Table 3 — PERCENTAGE DIFFERENCES BETWEEN PERSONAL GROWTH 27, GENERAL COURSES, AND OCCUPATIONAL COURSES SAMPLES FOR ALL STUDENTS (AS) QUESTIONS IN THE "LIKELY" CATEGORY.

4. Table 4 — COUNT AND PERCENT FOR EACH QUESTIONNAIRE ITEM THAT STUDENTS RESPONDED DON'T UNDERSTAND.

5. Table 5 — COMPARISON OF RANK ORDER OF COUNT FOR "KNOW SOMEONE WHO DROPPED" (KS) FOR ALL STUDENTS (AS), AND "ACTUAL DROPS" (AD).

6. Table 6 — QUESTIONNAIRE ITEMS ORGANIZED INTO SIMILAR CLUSTERS BY RANK ORDER OF "LIKELY" PERCENTAGES.

7. Table 7 — COMPARISON OF RANK ORDER AVERAGES OF QUESTIONNAIRE CLUSTERS BETWEEN ALL STUDENTS (AS) AND COUNSELORS, TEACHING FACULTY, DEANS

TABLE I

SUMMARY OF RANK ORDERS OF QUESTIONNAIRE RESPONSE PERCENTAGES FOR STUDENTS AND STAFF IN THE "LIKELY" CATEGORY AND RANK ORDERS OF COUNT OF QUESTIONNAIRE RESPONSES FOR KNOW SOMEONE DROPPED AND ACTUAL DROPS. The questionnaire item number is sequenced according to the rank order of All Students (AS).

SAMPLE NUMBER	N = 419	RESPONSE COUNT 675	RESPONSE COUNT N = 74	N = 10	N = 26	N = 11	N = 15
RANGE OF RANK ORDERS	1-34	1-34	1-34	1-34	1-34	1-34	1-34
QUESTIONS	AS	KS	AD	CO	FA	DE	SU
3	1	5	9	4	4	19	6
23	2	6	34	11	7	6	6
20	6	1	1	17	4	12	3
25	6	10	4	17	4	6	14
2	6	2	34	4	1	12	17
22	6	3	18	4	4	6	3
19	9	31	18	28	16	26	23
27	9	10	2	11	21	23	9
26	9	5	3	11	14	12	6
8	10	21	34	11	14	23	14
11	11	10	34	34	28	32	31
9	12	19	18	17	7	6	20
16	15	11	11	17	14	1	9
29	15	10	5	11	14	19	9
30	15	12	7	22	23	19	14
15	16	30	34	28	20	19	25
24	19	14	9	22	15	19	20
1	19	20	34	28	19	23	27

TABLE I Cont'd. . .

QUESTIONS	AS	KS	AD	CO	FA	DE	SU
34	19	26	11	22	27	19	14
31	20	16	7	11	10	12	3
5	23	30	34	22	27	12	30
6	23	19	34	17	19	12	17
7	23	16	34	22	19	23	14
18	24	26	18	1	23	29	23
4	25	14	18	17	10	6	17
17	27	32	34	28	30	29	25
21	27	30	34	31	32	32	27
33	30	23	18	34	30	29	23
13	30	33	34	28	27	26	34
28	30	27	34	31	33	34	34
32	31	23	34	11	7	19	20
10	32	17	34	34	32	32	30
12	33	26	18	28	27	26	34
14	34	34	34	29	34	34	30

TABLE 2

SUMMARY OF QUESTIONNAIRE RESPONSE PERCENTAGES FOR ALL STUDENTS (AS) AND STAFF IN THE "LIKELY" CATEGORY.
The questionnaire item number is sequenced in chronological order.

QUESTIONS	ALL STUDENTS	COUNSELORS	TEACHING FACULTY	DEANS	SUPERVISORS
1	32%	50%	61%	63%	33%
2	42%	90%	88%	81%	66%
3	50%	90%	84%	72%	86%
4	28%	70%	77%	91%	66%
5	30%	60%	46%	81%	26%
6	30%	70%	61%	81%	60%
7	30%	60%	61%	63%	73%
8	39%	80%	73%	63%	73%
9	37%	70%	81%	91%	60%
10	19%	20%	27%	27%	26%
11	38%	20%	42%	27%	20%
12	18%	50%	46%	54%	20%
13	25%	50%	42%	36%	46%
14	17%	40%	15%	18%	26%
15	34%	50%	57%	72%	40%
16	36%	70%	73%	100%	80%
17	27%	50%	35%	45%	40%
18	29%	100%	50%	45%	46%
19	40%	50%	65%	54%	46%
20	42½%	70%	84%	81%	93%
21	27%	30%	27%	27%	33%
22	42%	90%	77%	91%	93%
23	48%	80%	81%	91%	86%

TABLE 2 Cont'd. . .

QUESTIONS	ALL STUDENTS	COUNSELORS	TEACHING FACULTY	DEANS	SUPERVISORS
24	32%	60%	69%	72%	60%
25	42%	70%	84%	91%	73%
26	40%	80%	73%	81%	86%
27	40%	80%	53%	63%	80%
28	25%	30%	23%	18%	13%
29	36%	80%	73%	72%	80%
30	36%	60%	50%	72%	73%
31	31%	80%	77%	81%	93%
32	24%	80%	81%	72%	60%
33	25%	20%	35%	45%	46%
34	32%	60%	46%	72%	73%

TABLE 3

PERCENTAGE DIFFERENCES BETWEEN PERSONAL GROWTH 27, GENERAL COURSES, AND OCCUPATIONAL COURSES SAMPLES FOR ALL QUESTIONS IN THE "LIKELY" CATEGORY

The three columns on the left side of the Table under Columns A show the percentages per questionnaire item for each student sample group. The two columns in the middle under Columns B and the two on the right side under Columns C show percentage differences between the sample groups for each item. Columns B show the lesser percentage differences, 0 to 7.9%, while Columns C show the more dramatic differences, above 8%. Only two percentage differences are entered in the four columns that comprise B and C. One will compare PERG 27 and GEN CRS, the other PERG 27 and OCCUP.

For example question 2 indicates that there is only 4.7% difference between the Personal Growth and Occupational. This value is entered in Columns B on the chart. But there is a sharp 17.4% difference between Personal Growth and General Courses which is then entered in Columns C. The " + " sign in both cases indicates that both Occupational and General Courses percentages are greater than Personal Growth ones. A minus sign indicates that Occupational and General Courses percentages are less than Personal Growth.

This table provides a summary of the magnitudes of the percentage differences between the three sample groups.

TABLE 3 Cont'd. . .

COLUMNS A PERCENTAGE PER QUESTION FOR PERSONAL GROWTH, GENERAL COURSES, AND OCCUPATIONAL GROUPS				COLUMNS B PERCENTAGE DIFFERENCE 0-7.9% BETWEEN PERG AND OTHER GROUPS + = HIGHER % THAN PERG - = LOWER % THAN PERG		COLUMNS C OVER 8% DIFFERENCE BETWEEN PERG AND OTHER GROUPS + = HIGHER % THAN PERG - = LOWER % THAN PERG	
QUESTION	PERG	GEN CRS	OCCUP	PERG & GEN CRS	PERG & OCCUP	PERG & GEN CRS	PERG & OCCUP
1	33%	36.5%	26%	3.5% +	7%-		
2	34.5%	51.9%	39.2%		4.7% +	17.4% +	
3	47.9%	54.1%	46.8%	6.2% +	1.1%-		
4	25.3%	30%	29.8%	4.7% +	4.5% +		
5	24.5%	35.8%	29.6%		5.1% +	11.3% +	
6	22.5%	36.3%	30%		7.5% +	13.8% +	
7	18.4%	40.1%	31.6%			21.7% +	13.2% +
8	39.4%	42.3%	35%	2.9% +	4.4%-		
9	36.4%	41.9%	31.7%	5.5% +	4.7%-		
10	18.5%	19.8%	20.1%	1.3% +	1.6% +		
11	33.3%	43%	37.6%		4.3% +	9.7% +	
12	16.4%	20.9%	17.7%	4.5% +	1.3% +		
13	20.8%	30%	24%		3.2% +	9.2% +	
14	14.4%	24%	13.7%		0.7%-	9.6% +	
15	31.2%	39.5%	32.2%		1% +	8.3% +	
16	33.3%	39.4%	35.2%	6.1% +	1.9% +		
17	30.6%	27.2%	23.3%	3.4% +	7.3%-		
18	27%	36.3	25%		2%-	9.3% +	
19	36%	49.6%	34.9%		1.1%-	13.6% +	
20	34%	48.3%	45.1%			14.3% +	11.1% +

TABLE 3 Cont'd. . .

COLUMNS A				COLUMNS B		COLUMNS C	
QUESTION	PERG	GEN CRS	OCCUP	PERG & GEN CRS	PERG & OCCUP	PERG & GEN CRS	PERG & OCCUP
21	24%	34.8%	21.1%		2.9%-	10.8% +	
22	35%	47.7%	43%			12.7% +	8% +
23	47%	51.6%	45.1%	4.5% +	2%		
24	30.6%	35.4%	30%	4.8% +	0.6%-		
25	38%	49.6%	39%		1% +	11.6% +	
26	34.8%	50%	35%		0%	15.2% +	
27	39%	44.8%	36.3%	5.8% +	2.7%-		
28	25.7%	25.7%	22.7%	0%	3%-		
29	25.1%	44.6%	39.3%			19.5% +	14.2% +
30	31.4%	41.4%	35%		3.6% +	10% +	
31	32.3%	35.2%	24.6%	4.2% +	7.7%-		
32	24.1%	29.5%	18.3%	5.4% +	5.8%-		
33	21.7%	30%	23.7%		2% +	8.3% +	
34	29.2%	39.8%	26.2%		3%-	10.6% +	

NOTE: In Columns C, over 8% differences, all percentage differences showed that the General Courses and Occupational groups were higher than Personal Growth.

TABLE 4

COUNT AND PERCENT FOR EACH ITEM THAT STUDENTS RESPONDED DON'T UNDERSTAND

COUNT					PERCENT
QUESTION	PERG	GEN CRS	OCCUP	TOTAL	% OF N=417
1	2	4	1	7	1.6%
2	2	3	1	6	1.4%
3	2	4	0	6	1.4%
4	4	4	1	9	2.1%
5	1	4	0	5	1.1%
6	2	2	1	5	1.1%
7	8	4	1	13	3.1%
8	1	1	2	4	.09%
9	3	2	0	5	1.1%
10	6	4	0	10	2.3%
11	4	4	0	8	1.9%
12	1	3	0	4	.09%
13	1	2	4	7	1.6%
14	4	5	0	9	2.1%
15	2	2	1	5	1.1%
16	3	3	0	6	1.4%
17	4	1	1	6	1.4%
18	2	1	1	4	.09%
19	6	1	2	9	2.1%
20	0	2	0	2	.04%
21	1	3	0	4	.09%
22	3	5	0	8	1.9%
23	4	8	1	13	3.1%
24	1	4	0	5	1.1%
25	2	4	1	7	1.6%

TABLE 4 Cont'd. . .

QUESTION	PERG	GEN CRS	OCCUP	TOTAL	% OF N=417
26	0	4	0	4	.09%
27	0	2	1	3	.07%
28	1	5	1	7	1.6%
29	1	6	1	8	1.9%
30	2	6	3	11	2.6%
31	5	9	0	14	3.3%
32	2	5	0	7	1.6%
33	3	3	1	7	1.6%
34	5	3	1	9	2.1%

TABLE 5

COMPARISON OF RANK ORDER OF COUNT FOR "KNOW SOMEONE WHO DROPPED" FOR ALL STUDENTS (AS) AND "ACTUAL DROPS" (AD)

QUESTION	KNOW SOMEONE WHO DROPPED R.O. RANGE 1-34		ACTUAL DROPS R.O. RANGE 1-34	
	RANK ORDER	COUNT	RANK ORDER	COUNT
1	20	17	34	0
2	2	40	34	0
3	5	30	9	4
4	14	23	18	1
5	30	11	34	0
6	19	18	34	0
7	16	21	34	0
8	21	16	34	0
9	19	18	18	1
10	17	19	34	0
11	10	27	34	0
12	26	13	18	1
13	33	4	34	0
14	34	2	34	0
15	30	11	34	0
16	11	26	11	2
17	32	7	34	0
18	26	13	18	1
19	31	10	18	1
20	1	46	1	11
21	30	11	34	0
22	3	31	18	1
23	6	29	34	0
24	14	23	9	4
25	10	27	4	7

TABLE 5 Cont'd. . .

QUESTION	KNOW SOMEONE WHO DROPPED R.O. RANGE 1-20		ACTUAL DROPS R.O. RANGE 1-10	
	RANK ORDER	COUNT	RANK ORDER	COUNT
26	5	30	3	8
27	10	27	2	9
28	27	12	34	0
29	10	27	5	6
30	12	24	7	5
31	16	21	7	5
32	23	14	34	0
33	23	14	18	1
34	26	13	11	2

NOTE: In the phone interviews four actual drops gave "Problems With Class Schedule" as the main reason for drop. There was no item on the questionnaire concerning class schedules. Question 18 describes a cluster of problems that could include class schedules. The researcher considered this question as too general to include a count of this cause.

TABLE 6

QUESTIONNAIRE ITEMS ORGANIZED INTO SIMILAR CLUSTERS AND RANK ORDERED BY "LIKELY" PERCENTAGES.

The clusters are rank ordered by All Students (AS) rank order averages.

CLUSTER NAME	CLUSTER RELATED QUESTIONS	RANK ORDER OF ALL STUDENTS	RANK ORDER OF COUNSELORS, TEACHING FACULTY, DEANS			
		AS	CO	TF	DE	STAFF QUESTION AVG
FINANCE RELATED	23	2	11	7	6	8
	20	6	17	4	12	11
	22	6	4	4	6	4.6
	27	9	11	21	23	18.3
	R.O. AVG = 5.75		R.O. AVG = 10.5			
	R.O. RANGE = 2 - 9		R.O. RANGE = 2 - 23			
UNFORSEEN EVENTS NOT CAUSED BY COLLEGE	25	6	17	4	6	9
	26	9	11	14	12	12.3
	29	15	11	14	19	14.6
	30	15	22	23	19	21.3
	24	19	22	15	19	18.6
	31	20	11	10	12	11
	R.O. AVG = 14		R.O. AVG = 14.5			
	R.O. RANGE = 3 - 20		R.O. RANGE = 4 - 23			

TABLE 6 Cont'd. . .

CLUSTER NAME	QUESTION	R.O. AS	R.O. CO	R.O. TF	R.O. DE	STAFF QUESTION AVG
STUDENT'S ACADEMIC BEHAVIOR	3	1	4	4	19	9
	2	6	4	1	12	5.6
	19	9	28	16	26	23.3
	8	10	11	14	23	16
	9	12	17	7	6	10
	4	25	17	10	6	11
	28	30	31	33	34	32.6
	32	31	11	7	19	12.3
	R.O. AVG = 15.5		R.O. AVG = 15			
	R.O. RANGE = 1 - 19		R.O. RANGE = 1 - 34			
STUDENT SERVICES/ GUIDANCE RELATED	15	16	28	20	19	22.3
	1	19	28	19	23	23.3
	5	23	22	27	12	20.3
	7	23	22	19	23	21.3
	6	23	17	19	12	16
	21	27	31	32	32	31.6
	33	30	34	30	29	31
	R.O. AVG = 23		R.O. AVG = 23.6			
	R.O. RANGE = 16 - 30		R.O. RANGE = 12 - 34			

TABLE 6 Cont'd. . .

CLUSTER NAME	QUESTION	R.O. AS	R.O. CO	R.O. TF	R.O. DE	STAFF QUESTION AVG
TEACHER BEHAVIOR	11	11	34	28	32	31.3
	10	32	34	32	32	32.6
	12	33	28	27	26	27
	R.O. AVG = 25.3		R.O. AVG = 30.3			
	R.O. RANGE = 11 - 33		R.O. RANGE = 26 - 34			
NEGATIVE FEELINGS TOWARD COLLEGE	34	19	22	27	19	22.6
	17	27	28	30	29	29
	14	34	29	34	34	32.3
	R.O. AVG = 26.6		R.O. AVG = 28			
	R.O. RANGE = 19 - 34		R.O. RANGE = 19 - 34			
COLLEGE PROCE-DURES	18	24	1	23	29	17.6
	13	30	28	27	26	27
	R.O. AVG = 27		R.O. AVG = 22.3			
	R.O. RANGE = 14 - 19		R.O. RANGE = 1 - 29			

TABLE 7

COMPARISON OF RANK ORDER AVERAGES OF QUESTIONNAIRE CLUSTERS BETWEEN ALL STUDENTS AND COUNSELORS, TEACHING FACULTY, DEANS

Table 6 presented the Clusters and the questions assigned to them. The rank order of each question for All Students (AS) were averaged for each cluster. The same treatment was given to the CO, TF, and DE groups. This table summarizes the cluster rank order averages for All Students on the one hand and CO, TF, and DE on the other.

ALL STUDENTS (AS)			COUNSELORS, TEACHING FACULTY, DEANS (CO, TF, DE)		
CLUSTER TITLE	RANK ORDER AVERAGE OF EACH CLUSTER	RANK ORDER OF CLUSTER AVERAGES	CLUSTER TITLE	R.O. AVG EACH CLUSTER	R.O. OF CLUSTER AVERAGES
FINANCE RELATED	5.75	1	FINANCE RELATED	10.5	1
UNFORSEEN EVENTS NOT CAUSED BY COLLEGE	14	2	UNFORSEEN EVENTS NOT CAUSED BY COLLEGE	14.5	2
STUDENT'S ACADEMIC BEHAVIOR	15.5	3	STUDENT'S ACADEMIC BEHAVIOR	15	3
STUDENT SERVICES/ GUIDANCE RELATED	23	4	TEACHER BEHAVIOR	22.3	4
TEACHER BEHAVIOR	25.3	5	COLLEGE PROCEDURES	23.6	5
NEGATIVE FEELINGS TOWARD COLLEGE	26.8	6	NEGATIVE FEELINGS TOWARD COLLEGE	28	6
COLLEGE PROCEDURES	27	7	STUDENT SERVICES/ GUIDANCE PROCEDURES	30.3	7

CHAPTER VII

FINDINGS AND CONCLUSIONS

Some of the study's major findings have been selected for presentation in this section. Findings related to specific questions were presented in Chapter V, The Interpretation Sheets.

1. Findings: Table 3 shows percentage differences for each question in the "Likely" category between Personal Growth 27, General Courses, and Occupational Courses students. The table separates into different columns the percentages below 8% and above 8%. The following twenty questions show a major percentage difference above 8% between Personal Growth and General Courses: 2, 5, 6, 7, 11, 13, 14, 15, 18, 19, 20, 21, 22, 25, 26, 29, 30, 33, and 34. The percentage differences range between 8.3% and 21.7%. The General Courses percentages were always greater. These two groups have responded in very different ways to the questions cited.

The large percentage differences between Personal Growth and Occupational appeared in only four questions: 7, 20, 22, 29. The percentage difference range was 8% to 14.2%. Most percentage differences were small.

Conclusion: The General Courses students appear to feel a greater anxiety toward dropping out than either the Personal Growth or Occupational students. Since the Personal Growth and General Courses students are very similar, many of the latter would benefit from a guidance treatment such as PERG 27 to reduce their perceived dropout threat.

2. Findings: Table 4 shows a very low percentage of students who said they did not understand the question. Questions 8, 12, 18, 20, 21, 26, 27 indicated less than 1% did not understand. Three questions were in the 3% range, 7, 23, 31.

Conclusion: These low percentages support the proposition that the students understood the questionnaire.

3. Findings: Table 5 compares Know Someone Who Dropped (KS) and Actual Drops (AD). The six highest questions in rank order for KS were: 2, 3, 20, 22, 23, 26; for AD were: 20, 25, 26, 27, 29, 30.

Conclusion: It is interesting to note that the Actual Drops had two Finance Related cluster questions and four "Unforseen Events Not Caused by the College" as their highest questions. The persisting students (AS) who "Knew Someone Who Dropped" had three out of four Finance Related cluster questions, two Student's Academic Behavior questions and one Unforseen Events cluster question as their highest. The fact that none of the AD's highest six responses included academic behavior questions raises an inconsistency that needs further study. One may speculate that the ego defense mechanisms of AD's may cause them to use a denial defense reaction in the academic behavior area.

4. Findings: Table 6 and 7 show the questions organized into clusters of similar situations. Each Cluster has an average rank order of the rank orders of questions in that Cluster. Two groups were compared, All Students and Staff (CO, TF, DE).

The Finance Related cluster received the highest cluster R.O. average for both All Students and Staff. Then for both students and staff Unforseen Events and Academic Behavior were rank ordered a very close together 2 and 3. Teacher Behavior was rank ordered 5 for Students and 4 for Staff.

Conclusion: Finance Related appears to be the most commonly reported cause for dropping out. It is worth noting that both Students and Staff rank ordered the clusters on Unforseen Events and Academic Behavior about the same, with Unforseen Events a little higher. The rank order of Academic Behavior is sharply different between persisting students and staff on the one hand and Actual Drops on the other (refer to Table 5). Why? The question merits further study.

The clusters of least concern to students are Negative Feelings Toward College and College Procedures while the Staff ranks Student Services/Guidance Procedures and Negative Feelings Toward College of least concern.

CHAPTER VIII

SUGGESTED AREAS FOR FURTHER STUDIES

1. Further investigation to develop an even clearer pattern of why students actually drop is recommended. Some areas to investigate are:

    1. Is the self report of Actual Drops distorted by ego defense mechanisms such as rationalization or denial which tend to preserve the self esteem of the individual?

    2. How influential is the student's value of the "importance of education" in the student's decision to drop?

    3. What are the causes of the wide differences in the rank orders of Student Persisters and Staff on the one hand and Actual Drops on the other in the Student Academic Behavior Cluster (Table 6, Table 5, Finding 3)? For example, in question 2, Know Someone Who Dropped had a rank order of 2 out of 20 while Actual Drops had a rank order of 34 or 0 count.

The investigator should include a questionnaire similar to the one used in this study after revision. The questionnaire should be mailed to AD students immediately after dropping. A motivational phone call should parallel the mailing to encourage the student to make an accurate self report.

2. A study is suggested which will further clarify the differences between students who persist in college and those who drop out. This may be carried out by giving a large sample, or samples, of students a questionnaire similar to this one shortly after they have enrolled. At the end of the term differentiate the response patterns of those who persisted from those who actually dropped. Also a follow-up questionnaire may be given as soon as feasible to students who have dropped out. These different response patterns may further clarify why students drop out. Through these analyses it should be feasible to identify the kind of students who would benefit significantly from a special retention treatment. Personal Growth 27 is an example of one such treatment.

3. A number of questions including 6, 7, 21, and 33 indicate a college wide communication problem. It is suggested that an analysis be conducted to determine the magnitude of the communication problem between Instruction, Counseling, other Student Services, and within the Counseling Department. Part of the study could be a plan to remediate the communication problems, and to maintain optimum communications. It is conjectured that the personnel and budget resources allocated to this function influence significantly the effectiveness of operational communication.

4. It is suggested a study be made to identify the causes and which kinds of classes are perceived by students to be a waste of time. This problem was identified in the interpretation of question 11.

5. It is suggested a study be made to identify the more frequent causes of low motivation to stay in college indicated in the interpretation of question 16. Different treatments can be developed when the various causes and their magnitudes can be identified. Some causes may be very resistant to remediation while other causes may be remediated to some degree by the college.

6. The strong negative reaction of students to the use of prerequisites in question 19 indicates a need to further investigate the topic of prerequisites. The study should include: (1) the determination of when prerequisites are effective, and (2) the identification of the kinds of prerequisites students object to and why.

7. It is suggested that a study be made to determine the kinds of language deficiencies which students may possess that interfere with academic performance. Table 1 shows the contrast between student and staff responses to question 32. Language deficiencies should be targeted to specific disciplines or clusters of disciplines, e.g. a language deficiency for philosophy may be different than a language deficiency for math.

8. The Very Meaningful "Likely" percentage for General Courses students (39.8% for question 34, lack of support from significant others, raises the question of how influential this cause may be for students dropping out? It is suggested a study be made to determine the major reasons why some students feel they are not supported by significant others. After identifying the major reasons support groups may be established which can substitute some kinds of support to replace some of the deficiencies identified.

CHAPTER IX

RECOMMENDATIONS

1. Develop a more comprehensive Orientation Program for new and returning students with adequate budget and personnel support. This treatment will provide more needed information which can in turn increase the insight and accuracy of students when they make enrollment decisions. The treatment can also help students increase the breadth of effective decision making that leads to better adjustment in college.

2. Develop a teacher-counselor integrated educational planning activity which can expose all students in a classroom setting to the basics of preparing an educational plan. The computerized Ed Plan should become an integral part of this activity. All students may in this way receive an educational plan over a one term or two term period. Classroom time requirements should be minimum.

3. Develop an enhanced communication system between Instruction, Counseling, and other Student Services which will deliver to all students in a timely manner the information they need to make effective decisions. The first step is to develop a comprehensive plan, the second step is to assign the budget and personnel support required to maintain it.

4. Develop a method for teachers, counselors, and instructional support staff to build student motivation to complete college. This may be accomplished in part by emphasizing the value of education and the value of completing ones educational program. An investigation into how to motivate students should allow for the more precise defining of motivation building activities.

5. Identify those students who will benefit significantly from receiving guidance such as a Personal Growth 27 class. Establish procedures and policies to encourage participation in these types of treatment.

6. Establish in-service training activities for counselors, teaching faculty, and instructional support staff on how to apply the art of communicating study skills to students.

7. Carry out the Suggested Further Studies in Chapter VIII when feasible from a budgetary standpoint.

8. Develop recommendations on what the college can do to relieve the stressors of finance.

9. In addition to these recommendations each Interpretation Sheet has a Remediation Strategy section. The strategies suggested in these sheets are additional recommendations.

APPENDIX A

The teacher researcher will then organize the class into groups of five or six people. The student mix for each group will include the most verbal and least verbal. Each group will be given a discussion guide requesting they respond to the questions in the guide. The questions include:

1. Did you understand the response items?
2. Were their items which confused you?
   Be specific by suing the item numbered.
3. Was it relatively easy to answer?
4. Should any items by removed from the questionnaire?
5. Do you think this questionnaire can identify the most likely reasons why students drop out of City College?

The answers to this guide will be reported to each teacher researcher. The research team will then review the questionnaire responses and discussion comments in order to finalize the questionnaire.

PART II

A. Factors positively related to retention.

1. Goal setting. Clear goals are positively correlated to higher retention. Unclear goals are correlated to dropping out.
2. Peer Counseling. Effective peer counseling produces social connections. Peer counselors need to be trained to understand and use carefully constructed procedures in working with other students.
3. Early warning system. This provides opportunity for preventative action applied in a timely manner which can increase retention.
4. Mentoring programs. This gives new students opportunities to bond and to know a suitable role model.
5. Study Skills. Produce effective academic behaviors which tend to increase academic which tends to increase retention.
6. Educational Planning. Produces effective and timely course selections directed toward a clear goal which tends to increase the probability of academic success.
7. Milieu support strategies. Coordinate various instructional services with various student services such as counseling and student activities to more effectively support students. Increased support tends to increase retention. Support activities include:
   - 7.1 Early warning system.
   - 7.2 Instructor/counselor team advising and counseling strategies. May include student activities. May include how teachers can support students in class.
   - 7.3 Identify and work with students who need support the most but seek it least.
8. Career Counseling. This service helps students clarify their goal as to why they are in college. It also helps students establish goals which are feasible

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for them to achieve.

B. Factors which influence students to drop out:

1 Factors which student may not control or influence.

1. Lack of funding. Anticipated funding did not materialize.
2. Sudden loss of income after enrollment.
3. Accident or sickness which prevented students from attending class.
4. Job change which prevented student from attending class.
5. Loss of transportation.
6. Family emergency such as death or serious illness which changed students available time for school attendance.
7. Other.

2 Factor which may prompt students to drop out when they don't have to. (May be controlled/remediate by treatment.

1. Student has no or undecided educational goal.
2. Student has educational goal but doesn't know how to progress towards own goal due to lack of an educational plan.
3. Student unclear as to how own education will benefit him/her.
4. Study load is heavier than expected and the student cannot spend the time needed to meet class homework requirements, because (1) does not have the time, and/or (2) is not motivated/disciplined to spend the time required.
5. Student didn't realize how inadequate his/her study skills are.
6. Student does not have adequate [prerequisite level skills and knowledges to meet class entry level requirements.
7. Student became discouraged/lost confidence in self because teacher made the student feel unsuccessful/inadequate. Students are motivated to drop as an avoidance response.
8. Student believes professor is not a good teacher. Student not learning enough subject matter to stay. Feels class is a waste of time.

9. Student has a personality conflict with the professor, dislikes the person intensely. Wants to get out of the class.

10. Student does not know where to go to get assistance to resolve own personal study problem.

11. Student knows where to go to get assistance but is not motivated to seek assistance for one or more reasons, e.g. doesn't trust advice or assistance of helpers, just not concerned enough about own situation to ask for assistance (possible denial ego defense mechanism).

12. Student unable to motivate own self to study the necessary amount to succeed academically. Lack of motivation may be due to (1) absence of values which support study behavior, (2) absence of discipline (usually produced by practice) necessary to study effectively, (3) absence of goal/s which motivate student to do what is necessary to approach the goal.

13. The student feels socially isolated, does not have a sense of belonging to the college, becomes discouraged and alienated to the college, then drops out. The college environment needs to support the student, make the person feel connected. There is a lack of mentors or professionals to lend a helping hand or share problems

14. The educational matriculation process is so frustrating to some students that they drop out during the process of admissions/enrollment. "Hassle factors include:
    - -difficult parking situation
    - -long lines and delays during enrollment
    - -delays in getting counseling appointments
    - -red tap procedures
    - -confusion in not knowing how to get to different parts of the college when one needs to get there
    - -anxiety over placement activities and test
    - -unable to get classes they want, too many closed classes at the end of enrollment.

APPENDIX B

CLASSES WHICH COMPRISED THE THREE STUDENT SAMPLES

PERSONAL GROWTH 27		GENERAL COURSES		OCCUPATIONAL COURSES	
TERM 911	N = 147	TERM 911	N = 143	TERM 911	N = 127
CRN	SUBJECT	CRN	SUBJECT	CRN	SUBJECT
03639	PERG 27	36439	MATH 54	09841	RDO/TV 118
03589 EVE	PERG 27	01817	MATH 54	09870	RDO/TV 110
02720	PERG 27	48517	MATH 33	17234	CISC 150
03563 EVE	PERG 27	05307	ENGL 50	21656	ELDT 140B
03642	PERG 27	11637	ENGL 51	05872	DRAF 265
03243 EVE	PERG 27	15086	ENGL 55	15112	DRAF 102
03615	PERG 27	41257	ENGL 101	24986	MAFG 101
03607	PERG 27	31081 EVE	POLI 100	18088	ENVT 100
59746	PERG 27			22201	ELCT 111A
59785	PERG 27			22216	ELCT 111A
59792	PERG 27				
00646	PERG 27				
03591 EVE	PERG 27				

APPENDIX C

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY, MESA AND MIRAMAR COLLEGES

ASSOCIATE DEGREE CREDIT COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Personal Growth 127

COURSE TITLE: COLLEGE SUCCESS SEMINAR **UNITS:** 1 - 3
CREDIT/NO CREDIT OPTION

CATALOG COURSE DESCRIPTION:

This course examines college expectations and procedures. Included is a clarification of goals and objectives resulting in the development of an individual education plan leading to an associated degree or certificate of achievement, and the identification of the courses, services and programs that will lead to college success.

This course is intended primarily for first-time college students. college credit units earned in this class apply to the Associated Degree (FT). Transfer credit: CSU

LECTURE HOURS PER WEEK: 1 - 3

PREREQUISITE: None

COURSE OBJECTIVE:

Upon completion of this course:

1. The student will complete a plan leading to an approved educational goal. (Certificate, AA, or AS). The program must be approved by the instructor.

2. The student will demonstrate effective note-taking skills, study skills and listening skills necessary for survival as a first-time college student.

3. The student will demonstrate a knowledge of the San Diego Community College District, and the information necessary and to prepare a plan for a degree at San Diego city College.

4. The student will demonstrate familiarity with the college's policies, procedures, rules and regulations.

5. The student will demonstrate a knowledge of community college library resources through self-explorative assignments.

SECTION II

I. COURSE CONTENT AND SCOPE:

A. OUTLINE OF TOPICS TO BE ADDRESSED IN THE COURSE:

(1) College Service
- a. Counseling
- b. Testing
- c. Financial Aid
- d. Job Placement
- e. Tutorial, Independent Learning Center, Disabled Student Services
- f. Health Services
- g. Veterans Services
- h. Library
- i. Student Activities
- j. Student Publications
- k. Athletics
- l. Bookstore
- m. Campus Student Center
- n. Short Courses
- o. Evening, weekend, off-campus courses
- p. Career
- q. Work Experience
- r. Multicultural Services and courses
- s. Admissions, records and evaluations

(2) College Matriculation

- a. Registration Process
- b. Course and degree requirements for AA, AS and Transfer degrees
- c. Grading information, GPA, Dean's List
- d. Student Information System (SIS)
- e. Probation and Disqualification
- f. Programs: Career, Transfer, Certificate
- g. Petitions

(3) Decision-making - Choosing direction and major

(4) Effective Learning

- a. Time-management - Resolving conflict
- b. Stress Management

c. Study Skills
   1. Note-taking
   2. Test-taking, dealing with test anxiety, math phobia
   3. Active listening
   4. Patterns of learning
   5. Memory and concentration

B. APPROPRIATE READINGS

(1) College Catalog
(2) College Handbook
(3) College Class Schedules

C. WRITING ASSIGNMENTS

Students will write a paper describing how the college will help them to achieve immediate, short-term and long-term goals.

Students will write an autobiography.

Students will write a 7 day time schedule.

D. OUTSIDE ASSIGNMENTS

The student will send for transcripts from all colleges previously attended.
The Student will read the college catalog.
The student will present a section of the catalog to the class.
The student will complete a sample education plan for certificate, and AA/AS degree.
Outside class assignments may include any, some, or all of the following: reading, researching, writing, critiquing, summarizing, analyzing, and/or evaluating.

E. APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Critical thinking will be required of students in assignments. This will include written and oral analysis and evaluation of readings and/or classroom materials: class discussion; assessing and evaluating data and theses.

II. **METHODS OF EVALUATION:**

Evaluation will be based on written assignments, production of an educational plan leading to an AA/AS degree or certificate program plan.

Attendance and punctuality are mandatory. Absences in excess of 10% of the total number of class meetings may subject the student to being dropped from the class.

The student is expected to do the required coursework and is responsible for work missed due to absence.

III. **METHODS OF INSTRUCTION:**

Methods of instruction, as determined by the instructor, may include lecture, discussion, demonstration, audio-visual, student presentations, required field trips and other instructional strategies.

IV. **REQUIRED TEXTS AND SUPPLIES:**

Sand Diego City College Catalog
Handouts from Instructor

Supplemental Text: "Becoming a Master Student, David B. Ellis

PREPARED BY: Patricia Nunn Date: November 6, 1990

APPENDIX D

PHONE INTERVIEW PLAN FOR ACTUAL DROPS

Identify all students from the Personal Growth 27, General Courses, and Occupational Courses samples who dropped out of college during the 911 term and did not return before end of term.

Develop a standardized script and interview sheet for the student ambassadors to use when conducting the interview. Copies are attached.

Assign a counselor to train the Ambassadors in the interview procedure and to supervise directly the phone interviewers during their phone contacts with drop outs.

The completed interview sheets will be delivered to the researchers who will assign the most important reason given by the former student for dropping out to one of the 34 items in the questionnaire.

Two hundred and thirty two drop outs were identified. The phone interviews were conducted about six months after the term ended. There were 74 successful interviews from the 232 drops.

SAMPLES	STUDENTS INTERVIEWED
Personal Growth 27	29
General Courses	31
Occupational Courses	14
TOTAL	74

SCRIPT

Hello: May I speak to _____?

[If NOT] Is this (Check Phone#)? Sorry.
[If Yes] Do you know how I might contact him or her?
[If NOT] Sorry. GOODBYE

[When the person comes on the line]

Hi, I'm _____, a student at City. We're conducting a study to find out why City loses some of its students. Our purpose is to help the college make changes so more students will stay in school and to help future students reach their educational goals.

To do this, we need the help of former students who would be willing to spend 5 minutes to give us their hones answers to a few questions. ALL ANSWERS WILL BE KEPT IN STRICTEST CONFIDENCE AND YOUR NAME WILL NOT BE USED. Would you be able to help us?

[If NO] OK, Could we send you a short survey for you to answer at home?

[If YES] May I get your mailing address? GET MAILING LIST...Then

[If NO] Thanks very much for your time. GOODBYE

[If YES] Thanks, we appreciate that.

Are you a former student at City College?

[If NOT] Is your social security number _____?
Sorry we must have made a mistake. GOODBYE

[If YES] CONTINUE

Our records show your social security number is _____and that you left school during the Spring Term 1991.

Record on interview sheet:

1. Would you please state the most important reason that caused you to leave school?

2. I understand that you left school because: (restate their answer) Is that correct? Is there anything you'd like to add? (restate the addition)

On behalf of City College, I'd like to thank you for helping us and I'd also like to invite you to come back to school. We have many services which you might be interested in. Would you like us to send you some information? We can have someone call you, or we can send it to your home. Which would you prefer?

[If they want it sent] May I have you mailing address? (OBTAIN IT, Then...)
Thanks for your help. GOODBYE

[If they want to be called]	We have your phone number. Someone will be calling you soon with more information. Thanks for you help. GOODBYE

INTERVIEW SHEET

CRN# _____

Name _____

Social Security #_____

NUMBER OF UNITS ENROLLED 911 _____

PHONE #_____

_____

	Date & Time of Call	Response
1		
2		
3		
4		

Drop out Students comments:

Would you please state the most important reason that caused you to leave school?

I understand that you left school because (restate their answer). Is that correct? Is there anything you would like to add (restate the addition)

RESPONSE GUIDE FOR INTERVIEW SHEET

1) N.A. = no answer

2) N.H. = not home (find out when is a good time to call or record info on same line)

3) N.I. = not interested, won't participate in study

4) Moved = moved with no forwarding address or phone

5) Busy

6) Phone disconnected

7) Participation = participated in study
comments recorded

8) Not a drop out